DOCUMENT RESUME

ED 250 564 CE 040 141

AUTHOR Ciavarella, Michael A.
TITLE A Plan to Implement Six Regional Invitational Counselor Preparation Workshops. Final Report.
INSTITUTION Shippensburg Univ., PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE 30 Sep 84
NOTE 104p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Career Development; *Career Education; *Career Guidance; Counselor Qualifications; *Counselor Training; Educational Needs; Educational Practices; Inservice Education; Instructional Design; Internship Programs; Job Skills; Needs Assessment; Networks; Postsecondary Education; Practicums; Professional Education; Program Design; *Skill Development; Statewide Planning; *Training Methods; Workshops
IDENTIFIERS *Pennsylvania

ABSTRACT

A project was conducted to implement six invitational counselor preparation workshops for the purpose of improving and updating counselors' skills and competencies in the areas of career development, guidance, and education. The following objectives were addressed during the project: to assess the present training practices of counselor education programs in Pennsylvania as they relate to career development, guidance, and education; to consider both credit and noncredit training approaches to update counselor competencies in these areas; to involve a variety of professionals to ensure the broadest examination of the professional development needs of vocational counselors; and to collect data for use in assessing the relevance of counselor training programs. After the project participants identified several needed changes in the pre- and inservice preparation of present and future vocational and career counselors, a network design was proposed to involve counselors from various work and educational settings in training for present and future counselors. The project participants identified a number of counseling internship and practicum sites that could be used in the preparation of vocational and career counselors and formulated several recommendations for use in providing such training. (Appendixes to this report include a workshop rating scale and lists of competencies required by vocational and career counselors.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B Ford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

94-4015: A Plan to Implement Six Invitational Counselor Preparation Workshops

Dr. Michael A. Ciavarella
Professor of Counseling
Shippensburg University
Shippensburg, PA 17257

$29,886.21 Federal
7/1/83 to 6/30/84

The purpose of this project was to implement Six (6) Invitational Counselor Preparation Workshops for the purpose of improving and updating counselors' skills and competencies in the areas of career development, career guidance and career education.

Objectives

1. To assess the present training practices of counselor education programs in Pennsylvania as they relate to counselor competencies in the areas of career development, career guidance and career education.
2. To consider both credit and non-credit training approaches and experiences to update and improve counselor competencies in the areas of career development, career guidance and career education.
3. To involve a variety of professionals - counselor educators, vocational-technical school counselors, vocational-technical school administrators, school counselors, employment counselors, career specialists - to insure the broadest examination of the professional development needs of vocational counselors.
4. To collect data which can be used by counselor training institutions to assess the relevancy of their training programs and practices in terms of needed counselor competencies in the areas of career development, career guidance and career education.

Outcomes

1. The participants identified several needed changes in the pre-service, in-service preparation of present and future career/vocational counselors.
2. A NETWORK design was proposed for involving counselors from various work settings, counselor educators and supervisors, and community organizations/institutions in the preparation of pre-service and in-service counselors.
3. Recommendations were made with respect to needed changes in counselor certification.
4. The participants identified a number of counseling internship or practicum sites - including the AVTS - which could be used in the preparation of vocational/career counselors.
5. The Final Report includes several recommendations and materials which can be used by institutions, agencies and organizations to evaluate their counselor preparation programs and training practices in the area of career development, career education and career guidance.

Audience

The resulting Final Report and Appendices are useful to the Bureau of Vocational Education, Counselor Educators and Supervisors, School/Agency Counselors, Vocational Educators, and Counselor Certification Personnel.

Published Materials
Final Report

TABLE OF CONTENTS

		PAGE
ACKNOWLEDGEMENTS		
I.	INTRODUCTION	1
II.	BACKGROUND AND RATIONALE FOR THE PROJECT.	2
III.	PURPOSE AND OBJECTIVES	9
IV.	PROCEDURES/METHODS	10
	A. Workshop Locations and Dates	10
	B. Workshop Participants	11
	C. Workshop Planning	12
	D. Workshop Agenda and Format	13
	1. The Six Invitational Counselor Preparation Workshops	13
	2. The Two Synthesizing Workshops	14
	E. Workshop Costs	16
V.	ANALYSIS	16
	Project Objectives: The Findings	16
VI.	EVALUATION: THE SIX INVITATIONAL COUNSELOR PREPARATION WORKSHOPS	19
VII.	PROJECT LIMITATIONS	24
VIII.	CONCLUSIONS AND RECOMMENDATIONS	25
	A. CONCLUSIONS	25
	B. RECOMMENDATIONS	28
APPENDICES		
	Appendix A - NCCCC Credentialing Statement	
	Appendix B - Locations Map	
	Appendix C - Sample Agenda	
	Appendix D - Workshop Rating Scale	
	Appendix E - List of Workshop Participants	
	Appendix F - Presentations	
	Appendix G - ACES Counselor Competencies in Career Guidance	
	Appendix H - NVGA Vocational Career Counseling Competencies	

ACKNOWLEDGEMENTS

The implementation of "Six Invitational Counselor Preparation Workshops" and "Two Synthesizing Workshops" did not just happen. They were planned and executed with the help of several people, and I would like to recognize them.

It is unlikely that this project would have been implemented without the encouragement of Dr. Carroll Curtis, Director, Research Coordinating Unit, the Pennsylvania Department of Education. Dr. Curtis saw the need for assessing counselors' vocational/career counseling competencies and appointed an "ad hoc" committee to investigate the situation further. The results of the committee's investigation were clear: Counselor preparation workshops were needed and they were needed now. And so, my sincere thanks go to Dr. Carroll Curtis for his leadership and for appointing the following members - including the project director - to serve on the ad hoc planning committee:

Dr. Karl Dutt, Principal, Lehigh County AVTS;
Mr. J. Richard Murr, Coordinator of Guidance Services, Lancaster County AVTS;
Mr. Bruce Shellenberger, Vocational Guidance Coordinator, Pennsylvania Department of Education; and
Mr. Ronald Stammel, Director, Dauphin County AVTS.

The participants were really responsible for the success of the various workshops. There would not be any recommendations in this Final Report if those who were invited had not accepted the invitation to participate. It is to these participants - counselor educators, school counselors, AVTS counselors and administrative personnel, employment counselors, rehabilitation

counselors, counseling/training supervisors and career development specialists - that I express my heartfelt thanks not only for the giving of their time, but also for the manner in which they approached the purposes of the eight workshops.

The special presenters added depth to the workshop sessions. Their presentations led to the consideration of additional vocational/career counseling concerns, thus sharpening the focus of the group/team sessions. I offer my personal thanks to the following presenters:

Dr. Edwin Herr, Head, Division of Educational Psychology and Counseling, The Pennsylvania State University;
Dr. Frank Rozman, Career Development Coordinator, Millersville University;
Mr. Alfred Gallagher, Director of Pupil Personnel Services, I.U. #25;
Dr. Robert Conway, Professor of Counselor Education, Westminster College;
Mr. James Lewis, Research Associate, Research Coordinating Unit, PA Department of Education; and
Dr. John Meerbach, Chief, Division of Student Services, the PA Department of Education.

The consideration of needed vocational/career counseling competencies and training needs were appropriately identified by the panel members who came from a variety of counseling-related work settings. Their presentations exemplified counseling in the broadest sense. Thus, I appreciate the contributions of these panel members:

Dr. George Hudson, Professor of Education, Pennsylvania State University;
Mr. William Springer, Director, Centre County AVTS;
Ms. Marty Gerfin, Counseling Supervisor, Rehabilitation Counseling, Department of Labor & Industry;
Mr. Karl Luckner, Counselor, Altoona School District;
Mr. Ray Dennis, Counseling Supervisor, Bureau of Job Service, Department of Labor & Industry;
Mr. Robert Brown, Director, Mercer County AVTS;

Mr. John Haldeman, Counseling Consultant, Bureau of Job Service, Department of Labor & Industry, Erie;
Ms. Mildred Perry, Counselor, Farrell Area School District;
Dr. John Landrum, Professor of Counseling, Slippery Rock University;
Mr. Ross Donohue, Training Supervisor, Office of Vocational Rehabilitation, DuBois, PA;
Mr. William Downs, Director, Central Westmoreland County AVTS;
Mr. Andrew Romito, Counselor, Highlands School District;
Mr. David Faris, Counselor, Office of Vocational Rehabilitation, New Castle, PA;
Dr. Karl Dutt, Principal, Lehigh County AVTS;
Mr. Robert McHugh, Counselor, Scranton City School District;
Ms. Roseann Sysko, Counselor, Bureau of Employment Security;
Mr. David Mitten, Counselor, Office of Vocational Rehabilitation.
Dr. Christine Herrick Hutt, Professor of Counselor Education, University of Scranton;
Mr. Ronald L. Stammel, Director, Dauphin County AVTS;
Mr. Roger Barton, Rehabilitation Supervisor, Office of Vocational Rehabilitation;
Ms. Marilee W. Kessler, Counselor, Central York School District;
Dr. Joyce S. Smedley, Associate Professor of Counselor Education, Millersville University;

The one individual who had a part in almost every implementation phase of the eight workshops was Mr. Bruce Shellenberger, Vocational Guidance Coordinator, Bureau of Vocational Education, the Pennsylvania Department of Education. Mr. Shellenberger served as the key project adviser, monitor and consultant. He stayed with the project from its conceptual beginnings to its conclusion. He was always ready to help, and he showed a keen interest in the workshop objectives. I am deeply grateful to Mr. Shellenberger for his support.

I am indebted to the following individuals at Shippensburg University for their support of this project: Dr. Anthony Ceddia, President, who saw this as a worthy endeavor for the University to pursue; Dr. Wilbur Carthey (now retired), Dean, College of Educa-

tion and Human Services; and Dr. Robert Taylor, Associate Dean, College of Education and Human Services, who both supported my involvement in the project. Lastly, I express my thanks to Mrs. Ellie Gardner who performed all of the clerical tasks associated with this project, including the typing of several drafts and the Final Report.

Michael A. Ciavarella
Professor of Counseling and
Project Director
Shippensburg University
Shippensburg, Pennsylvania

I. INTRODUCTION

Conceptually, this project began in December, 1981, when Dr. Carroll A. Curtis, Director of the Research Coordinating Unit for the Bureau of Vocational Education, PDE, appointed an ad hoc committee to consider the professional development skills needed by counselors to function more effectively in area vocational-technical schools. Members who agreed to serve on the ad hoc committee on a voluntary basis were:

Dr. Karl Dutt Principal Lehigh Co. AVTS	Mr. J. Richard Murr Coordinator of Guidance Lancaster Co. AVTS	Mr. Ronald L. Stammel Director Dauphin Co. AVTS

Dr. Michael A. Ciavarella Professor of Counseling Shippensburg University Committee Chairperson	Mr. Bruce Shellenberger Vocational Guidance Coordinator Bureau of Vocational Education, PDE Committee Liaison

In addition to considering the need for studying the "state of the art" of vocational counseling as it relates to counselor preparation, the committee also deemed it appropriate to consider the types of short-term training available to counselors who are already certified but need to update and improve their vocational counseling skills. As the committee's preliminary research unfolded, it became apparent that the Bureau's concerns relative to counselor preparation for counseling positions in vocational-technical settings were legitimate, and that the topic ought to be explored in more depth under a planned approach. It was this latter conclusion, along with the Bureau's original charge to the ad hoc committee, that served as the genesis for developing the proposal which would serve as the basis of this project.

II. BACKGROUND AND RATIONALE FOR THE PROJECT

A number of societal conditions, movements, and events have focused increased attention on the need for career guidance services and interventions for persons of all ages. These include: the OEO legislation of the 1960's, the Career Education movement, the passage of the Comprehensive Employment and Training Act, the enactment of various pieces of employment legislation for the handicapped, women, and other minorities, and the long-standing problems associated with unemployment which have placed an added demand on the counseling profession.

There is a national concern, however, that counselors are not being adequately prepared to deal with the career guidance needs of persons who need help now, and there is little indication that this will improve in the immediate future. In 1972, many counselors were disenchanted with the report of the National Advisory Council on Vocational Education which criticized the quality of guidance and counseling services being provided in the Nation's schools. In 1973, the landmark study by Prediger, Roth and Noeth indicated that students were not receiving enough help from their counselors in the areas of career planning, job placement and career information, nor were they likely to receive such help. In reporting their findings, the authors stated that if we were to speak of physical development rather than career development, we would describe American youth as "hungry, under-nourished and physically retarded."

A significant number of counselor educators and vocational educators have been critical of the traditional manner in which

counselors have been prepared to function as career guidance specialists, including Hansen and Tennyson (1975); Drier, Gysbers and Pritchard (1977); Hohenshil and Ryan (1977); and McDaniels and Nelson (1978). In a survey conducted by APGA in 1977, practicing counselors rated educational/vocational/life planning/ and development of decision-making skills as their top preferences for professional development. Also, in recognizing the need for increased emphasis on career development, the American Personnel and Guidance Association (now renamed the American Association for Counseling and Development) developed the following position papers on the improvement and expansion of career guidance and counseling: "Career Guidance: Role and Functions of Counseling and Guidance Personnel" (1975); the "NVGA/AVA Position Paper on Career Development" (1973); and the "ACES Position Paper: Counselor Preparation, Career Development/Career Education" (1976). Since the "ACES Position Paper" identifies the knowledge and competency areas that counselor education programs should emphasize in their training programs, those competencies are included here. Specifically, the competency areas that need to be addressed are:

1. Career and Human Development Theory and Research and the skills necessary to translate this knowledge into developmental career guidance and career education programs;
2. Career Information Resources and the necessary skills to assist teachers, administrators, community agency personnel, paraprofessionals and peers to integrate this type of infor-

mation into the teaching-counseling process;

3. Career Assessment Strategies and the skills necessary to assist individuals to use these data in the decision-making process.

4. Individual and Group Counseling Practices and the skills necessary to assist individuals in career planning using both approaches.

5. Career Decision-Making Processes and the skills necessary to implement programs designed to facilitate career decision-making for clientele in educational and community agency settings.

6. Job Placement Services and the skills necessary to assist their clientele to seek, acquire and maintain employment;

7. The Unique Career Development Needs of Special Clientele (women, minorities, the handicapped, disadvantaged adults, etc.) and the skills necessary to assist them in their development;

8. Sexism and Racism and the skills necessary to reduce institutional discrimination in order to broaden the career opportunities available for all persons;

9. Roles That Life-Style & Leisure Play in Career Development and the skills necessary to assist clientele to select and prepare for occupations which coincide with various preferences;

10. Consultation Strategies and the skills necessary to assist others (teachers, parents, peers, etc.) to deliver

indirect career guidance services;

11. Synthesizing Strategies and the skills necessary to assist individuals to understand the interrelatedness of their career decisions and life roles;

12. Program Development and Curricular Infusion Strategies and the skills necessary to design and implement career awareness, self development, career exploration, and job placement programs within educational and community agency settings;

13. Organizational Development and Change Processes and the skills necessary to facilitate change in educators' attitudes toward career education;

14. Program Evaluation Techniques and the skills necessary to acquire evidence of the effectiveness of career guidance and career education programming; and

15. Educational/Occupational Trends and State and Federal Legislation which may influence the development and implementation of career guidance programs.

In 1975 Anita Mitchell synthesized needed competencies emerging from career development and classified them into the following seven categories:

1. Career Counseling Competencies - skills in using new assessment instruments and other techniques designed to stimulate client exploration of self and of possible options to relate specific occupational and educational decisions to life roles and total life style.

2. Program Planning Competencies - skills by which the counselor can "team with other staff members to plan developmental, comprehensive career guidance programs that are integrated into the curriculum and are designed to include every student in the school or every client in the agency."

3. Implementation Competencies - skills to stimulate career development exploration; techniques for helping groups who have special needs; and the ability to deal with effects of cultural socialization on the career development of men and women.

4. Consultation Competencies - skills necessary for effective communication and cooperation with other staff members and with representatives of community agencies.

5. Linkage Competencies - skills necessary for advocating client needs and mechanisms to link them with various community agencies.

6. Staff Developoment Competencies - skills necessary for conducting workshops and mini-courses for staff members, parents, and other persons in areas appropriate to facilitating career development (e.g. planning, evaluation, information dissemination, etc.).

7. Evaluation Competencies - skills related to the design, carrying through, and reporting of the results of evaluations of career guidance programs.

In 1981, the APGA Pre-Service and In-Service Training Committee presented vocational/career counseling competencies to the NVGA Delegate Assembly and to the NVGA Board of Directors

(1981) which would later serve as the basis for demonstrating minimum vocational/career competencies in six designated areas. Those areas are: General Counseling, Information, Individual/Group Assessment, Management/Administration, Implementation, and Counseling. In the statement of the NVGA Board,

> Vocational/Career Counseling consists of those activities performed or coordinated by individuals who have the professional credentials to work with and counsel other individuals or groups of individuals about occupations, careers, life/career, career decision making, career planning, career pathing, or other career related questions or conflicts. NVGA Newsletter, Vol. 22, No. 6, June, 1982.

Further evidence of NVGA's concern for protecting the public from unqualified or improperly trained career counselors is seen in its establishment of the National Council for Credentialing Career Counselors (NCCCC). Specifically, NCCCC certifies career counselors and career development professionals who have: (a) met the educational and experiential requirements, and (b) who have successfully completed the credentialing examination. This newly developed credentialing procedure requires that career counselors be recertified every five years. Further, evidence must be given which indicates that the certified counselor has pursued continuing education - or comparable professional experiences - to maintain certification. A copy of the credentialing statement is included in Appendix A.

The Pennsylvania School Counselors Association (PSCA, 1983) conducted a survey of on-the-job school counselors to determine the adequacy of their counselor preparation programs and

experiences. Based on the responses of 175 Pennsylvania School Counselors who returned their questionnaires, the areas of weakest training - as reported in the January, 1984 issue of The Counselor - included Vocational Education, Working With Agencies, Working With Minorities, Public Relations, and Parent Training. The strongest areas of preparation included: The Helping Relationship, Human Growth and Development, Communication Skills, and Group Counseling.

One of the most extensive statements on Career Guidance was recently adopted by the American School Counselors Association (ASCA) in March, 1984. Entitled: "The Role of the School Counselor in Career Guidance: Expectations and Responsibilities," the statement addresses numerous career guidance skill areas that need to be developed if school counselors are to adequately function in a society of rapid technological change (ASCA Counselor, May, 1984). While the ASCA statement is too extensive for inclusion here, it does stress the importance of the school counselor's role in career guidance, and goes on to describe career guidance as a delivery system for enhancing student career development.

In 1972, the National Advisory Council for Vocational Education reported that the general practice of counselor preparation institutions to offer one masters degree level course, usually called Career Development or Occupational and Educational Information, to its pre-service counselor preparation majors was not enough. At this time, however, there is little evidence to suggest that counselor preparation programs have changed that dramatically in the area of career development/career guidance

since the Council's report was first released in 1972.

Thus, it was the ad hoc committee's (cited earlier) unanimous opinion that despite the national inattention to the important component of career development/career guidance/career education in many counselor preparation programs, Pennsylvania should move forward toward addressing this counselor training limitation, and then design and implement needed program changes and improvements. It was the latter premise that led to the development and implementation of this project.

III. PURPOSE AND OBJECTIVES

A. PURPOSE

A Plan to Implement Six Invitational Counselor Preparation Workshops for the Purpose of Improving and Updating Counselors' Skills and Competencies in the Areas of Career Development, Career Guidance and Career Education.

B. OBJECTIVES

The purpose of this project was to conduct six vocational counseling workshops which would:

1. assess the present training practices of counselor education programs in Pennsylvania as they relate to counselor competencies in the areas of career development, career guidance and career education;

2. consider both credit and non-credit training approaches and experiences to update and improve counselor competencies in the areas of career development, career guidance and career education;

3. involve a variety of professionals - counselor educators, vocational-technical school counselors, vocational-technical school administrators, school counselors, employment counselors, career specialists - to insure the broadest examination of the professional development needs of vocational counselors;

4. collect data which could be used by counselor training institutions to assess the relevancy of their training programs and practices in terms of needed counselor competencies in the areas of career development, career guidance and career education.

IV. PROCEDURES/METHODS

A. WORKSHOP LOCATIONS AND DATES

The workshops were held during October and November, 1983 in six different geographical regions of Pennsylvania (See the "Locations Map" in Appendix B.) Two additional synthesizing workshops were held in May, 1984 - one in Western Pennsylvania, and the other in Central Pennsylvania. The specific dates and locations of the six Invitational Counselor Preparation Workshops were as follows:

Workshop 1 - Oct. 13-14, 1983 - **Holiday Inn**
State College, PA
Centre Co. AVTS
Pleasant Gap, PA

Workshop 2 - Oct. 18-19, 1983 - **Howard Johnsons' Motor Lodge**
Mercer, PA
Mercer Co. AVTS,
Mercer, PA

Workshop 3 - Oct. 20-21, 1983	**- Inn America Motor Lodge** New Stanton, PA **Central Westmoreland Co. AVTS** New Stanton, PA
Workshop 4 - Oct. 31-Nov. 1, 1983	**- Holiday Inn** Allentown, PA **Lehigh Co. AVTS** Schnecksville, PA
Workshop 5 - Nov. 3-4, 1983	**- Holiday Inn** Harrisburg, PA **Dauphin Co. AVTS** Harrisburg, PA
Workshop 6 - Nov. 29-30, 1983	**- Historic Strasburg Inn** Strasburg, PA **Lancaster Co.-Willow Street AVTS** Willow Street, PA

The location and dates of the two additional synthesizing workshops were as follows:

Workshop 1 - May 21-22, 1984	**- Holiday Inn** Indiana, PA
Workshop 2 - May 23-24, 1984	**- Best Western-Danville** Danville, PA

B. WORKSHOP PARTICIPANTS

The workshop participants included: counselor education personnel from training institutions located in the workshop region, vocational-technical school counselors, vocational-technical school administrators, school counselors, employment counselors, rehabilitation counselors, and career planning specialists. (See Appendix E). The lists of prospective participants - counselor educators, AVTS counselors, AVTS administrators, and school counselors - were supplied by Bruce Shellenberger, project monitor in the Pennsylvania Department of Education, Bureau of Vocational

Education. The employment counselors who participated were selected by Ray Dennis, Counseling Supervisor, Bureau of Job Service, Harrisburg, Pennsylvania. The rehabilitation counselors were selected by Martha Gerfin, State Training Director, Pennsylvania Office of Vocational Rehabilitation, Harrisburg, PA. In extending invitations to participate, the project director and agency supervisory personnel selected participants on a regional basis to insure that a variety of agencies and institutions would be represented at the workshops. Since counselor preparation institutions in Pennsylvania total twenty-two (22) in number, all the institutions were invited to send two representatives: the department chairperson and the professor responsible for teaching the career development/career guidance course.

C. WORKSHOP PLANNING

Each of the six Invitational Counselor Preparation Workshops was planned under the supervision of the project director, Dr. Michael A. Ciavarella, Professor of Counseling at Shippensburg University. Assisting in developing the format of the workshops and the making of workshop arrangements were the following individuals: Dr. Karl Dutt, Principal, Lehigh County AVTS; Mr. Richard Murr, Coordinator of Guidance, Lancaster County AVTS; Mr. Ronald Stammel, Director, Dauphin County AVTS; Mr. Robert Brown, Director, Mercer County AVTS; Mr. William Downs, Director, Central Westmoreland County AVTS, Mr. William Springer, Director, Centre County AVTS; and Mr. Bruce Shellenberger, project monitor, Pennsylvania Bureau of Vocational Education.

D. WORKSHOP AGENDA AND FORMAT

1. The Six Invitational Counselor Preparation Workshops

The Six (6) Invitational Counselor Preparation Workshops included a common Agenda in order to insure the consistency of findings. Specifically, each workshop opened with an afternoon session which included welcoming remarks and a workshop overview by Dr. Michael A. Ciavarella, the project director. Next, group teams were formed to address specific workshop tasks. Each group included participants from various counseling settings. The groups numbered from 4 to 6, depending on the number of people in attendance. Upon conclusion of the group/team sessions, a summary session was held in which each group reported its observations and/or recommendations relative to the assigned tasks.

In the evening, a pre-dinner social hour was held, followed by dinner and a presentation by an invited speaker. Two topics were presented at the workshop dinners. At two of the workshops, Dr. Edwin Herr, Head, Division of Educational Psychology and Counseling at the Pennsylvania State University, spoke on the topic "Perspectives on Career Guidance in the 1980's and Beyond." At two other workshop dinners, Dr. Robert Conway, Professor of Counselor Education at Westminster College, spoke on the same topic that was presented by Dr. Herr. Mr. Alfred Gallagher, Director of Pupil Personnel Services at I.U. 25, was also a speaker at two of the workshop dinner sessions. His topic was: "Building a Sense of Common Purpose

Through Career Guidance." A question and answer period followed each dinner presentation.

The morning sessions were held at each of the six participating Area Vocational-Technical Schools. Each workshop opened with a panel discussion on the topic: "Counselor Preparation and Career Guidance: Where We Are and Where We Need To Go." Each panel was moderated by the host administrator or counselor on the staff of each of the respective Area Vocational-Technical Schools. Each panel included a counselor educator, a school counselor, an AVTS counselor, an employment counselor, and a rehabilitation counselor. All of the panelists were asked to address the topic theme as it applied to their own work settings. Next on the agenda was a presentation by Dr. Frank Rozman, Career Development Coordinator at Millersville University, who spoke on the topic: "Technology: Its Impact on Counselor Education." Following that presentation, the participants met in group sessions to react to the morning presentations and to make suggestions and recommendations based on those proceedings.

Each workshop concluded with a luncheon in which the workshop participants responded to the question: "Where Do We Go From Here?" While the structure of the luncheon sessions was less formal than that of the previous afternoon and morning sessions, the participants did make recommendations and suggestions which were incorporated into the workshop findings. A sample copy of the Agenda is attached - see Appendix C.

2. The Two Synthesizing Workshops

The format of the two Synthesizing Counselor

Preparation Workshops held in May, 1984, was basically the same. Both meetings began in the afternoon with greetings, opening remarks, and task-setting by the project director. The sessions concluded after lunch on the second day. Once the sessions began, the participants were assigned to groups made up of counselors from various work settings. Each of the group teams had a group leader who also served as the group reporter. Each team was given the task of responding to the composite recommendations that were made at the previously-held Six (6) Invitational Counselor Preparation Workshops. This latter task, responding to the composite requirements of the previous six (6) workshops, essentially accounted for most of the workshop time. The dinner session involved remarks and comments on pending school counselor certification regulations by Dr. John Meerbach, Chief of the Division of Student Services, PDE. Dr. Meerbach indicated that the workshops were timely and that the Pennsylvania Department of Education would seriously consider the workshop recommendations. In addition to the dinner speaker, Mr. James Lewis, Research Associate, Research Coordinating Unit, PDE, made a presentation on his study entitled "1976-80 Career Follow-Up of Secondary Vocational Completers in Pennsylvania." Mr. Lewis identified a number of salient points that were related to the objectives of the counselor preparation workshops. Then each workshop concluded with a summary session focused on the reactions of the group teams to the recommendations of the six (6) previously-held workshops.

E. WORKSHOP COSTS

Costs for all services and facilities were paid under Service Purchase Contracts (SPC) between Shippensburg University and the agent or consultant. Covered under the various SPC's were such costs as: meals, lodging, meeting rooms, consultants' fees, and traveling expenses. Expenses for traveling by car were paid at the allowable state mileage rate and processed through the use of state vouchers. All expenditures were paid upon completion of the contracted services and the receipt of appropriate invoices.

V. ANALYSIS

In describing the findings of the Six Invitational Counselor Preparation Workshops and the Two Synthesizing Workshops, the project director utilized this approach: (1) each project objective was stated; (2) the data were analyzed in relation to the stated objectives; and (3) additional data/information/observations which evolved from the project activities were included.

PROJECT OBJECTIVES

1. To assess the present training practices of counselor education programs in Pennsylvania as they relate to counselor competencies in the areas of career development, career guidance and career education;

The Findings: Objective No. 1

In all of the Six Invitational Counselor Preparation Workshops, the consensus of reactions of the participants indicated the need for extending, modifying and adding new training experiences which attend to the development of counselor competencies in the areas of career development, career guidance and career education. Although there were mixed reactions concerning the appropriateness of their own counselor preparation

program/activities, the participants felt that their present counseling and counseling-related positions required that counselor preparation programs be changed/modified/improved to adequately prepare counselors to function in present and future career/vocational counseling positions. Also, it was generally felt that counselor preparation programs that usually offer one or two courses (usually called "occupational information," career/vocational development," "career guidance") at the masters degree level were not sufficient in developing the kinds of career-related competencies needed to function as competent career counselors. The examination of current offerings at selected graduate schools tended to confirm this concern. In analyzing the group responses, it appears, empirically, at least, that the career guidance component in counselor education programs has changed very little from the middle 1950's to the middle 1980's. This observation not only applies to the content components of the counselor preparation programs examined but also to the experiential components as well. A noticeable program trend during the 1960's and early 1970's was toward the development of programs with a therapy emphasis. This emphasis tended to permeate most course offerings, especially the counseling practicum. It is reasonable to assume that the therapy emphasis - which usually encompasses a major segment of program offerings and experiences - still exists today; consequently, there is very little "space" in the counselor preparation program for offering career-related courses and experiences. This observation is supported by a study conducted by Schneider and Gelso (1972) who found in a survey of counseling training programs that preparation in personal counseling and in psychotherapy were considered to be stronger than training in either vocational psychology or career counseling.

2. To consider both credit and non-credit training approaches and experiences to update and improve counselor competencies.

The Findings: Objective No. 2

The group consensus concerning this objective was that counselor preparation is continuous; that is, it does not end with the receipt of the masters degree in counseling and guidance. It was the general consensus of the participants that no single institution - regardless of the quality of its own program - could possibly meet the continuous training needs of counselors, either at the pre-service or in-service levels, solely by operating on its own.

To counteract this training limitation, the workshop participants recommended the establishment of Counselor Preparation and Training NETWORKS which would be involved in the designing and shaping of their own training programs. The NETWORKS - operating regionally - would include, but not be limited to, the following: counselor educators, counselors and counselor training supervisors from various work settings, and representatives from various community-based agencies, colleges and universities, business-industrial-labor organizations, etc. - which would not only make recommendations concerning specific counselor training needs, but also become involved in the provision of pre- and in-service field experiences which would facilitate their recommendations.

3. To involve a variety of professionals - counselor educators, vocational-technical school counselors, vocational-technical school counselors, vocational-technical school administrators, school counselors, employment counselors, rehabilitation counselors, career specialists - to insure the broadest examination of the professional development needs of vocational/career counselors.

The Findings: Objective No. 3

One of the most positive outcomes of the eight workshops was the willingness of counselor educators, counseling supervisors and practicing counselors from various work settings to come together to discuss counselor preparation needs and strategies for continued professional development in the vocational/career counseling sphere. There was some admitted uncertainty on the part of the project director concerning the willingness of counselor educators, counselor trainers and counseling practitioners to meet - as colleagues and on equal terms - to discuss issues related to counselor preparation at both the pre-service and in-service levels. However, these personal concerns on the part of the project director were quickly eradicated. Indeed, the interaction of all the participants was very positive and resulted in the identification of several recommendations which have been included in this Final Report. Further, these workshops - in terms of their participants and task design - were, in their own way, working networks. Thus, eight workshops reaffirmed the

validity of Objective No. 3, and also confirmed the fact that these professionals could work together in establishing a training and professional development network which could benefit all of the agencies, institutions and organizations involved.

4. To collect data which could be used by counselor training institutions to assess the relevancy of their training programs and practices in terms of needed counselor competencies in the areas of career development, vocational/career counseling, career guidance and career education.

The Findings: Objective No. 4

The conclusions and recommendations of this project will not only have meaning for counselor training institutions, but for program approval and certifying bodies as well. In a preliminary review of the conclusions and recommendations of this project, the project director was quick to note the similarity of the recommendations with those of other professional associations, writers and certifying bodies.

The Final Report will be delivered to the Pennsylvania Department of Education, Bureau of Vocational Education, for its own use and dissemination purposes. In addition, it is the hope of the project director that the Final Report will also be disseminated to appropriate personnel, agencies and professional groups that would benefit from its findings. Hopefully, a condensed version of the Report will be developed that can be used by counselor educators, practicing counselors, professional associations, counselor certification agencies, etc., to begin reviewing counselor pre-service programs and in-service activities in light of the recommendations presented in the Final Report. Since the findings of this project have both state and National implications, the Pennsylvania Department of Education, Bureau of Vocational Education, should consider wide distribution of the project's findings, conclusions and recommendations.

VI. EVALUATION: THE SIX INVITATIONAL COUNSELOR PREPARATION WORKSHOPS

Overall, the participants' reactions to the format of the six workshops were mostly positive. Beyond their evaluation of

the workshop activities, most participants were appreciative of the opportunity to meet with counselors from various work settings - counselor educators, vocational-technical school counselors, school counselors, employment counselors, rehabilitation counselors and career specialists - to discuss the status of their career guidance competencies, their counselor preparation experiences, and the kinds of on-going training experiences needed to keep their skills up-to-date and relevant. Below are selected comments from the participants' evaluation forms that describe the feelings of the participants toward the workshops.

- We need more of these workshops. Let's do it again.
- Outstanding program - well organized and administered. Made me well aware of my limitations. Has motivated me to change.
- A very informative workshop. Association with other agencies - Excellent.
- One of the better workshops I have attended. The workshop success was largely due to the interaction between the speakers and those attending.
- Excellent workshop. Hope there is a spring follow-up.
- Overall, the 2-day program was informative, well presented and well worth the trip.
- A dynamic workshop with quick, positive group interaction.
- The whole workshop was a valuable experience. Much effort and organization went into this program. My wish is that we do more of this.

- Enjoyed this workshop very much. Also, the collegial discussions afterwards.
- A workshop with constructive information. Do it again!
- Very interesting workshop. It was great to share thoughts and concerns with different counseling professionals.
- A good workshop with good sessions and helpful handouts.
- A good cross-section of counselors at this workshop - good group sessions.
- A good experience. Have a follow-up meeting in the Spring or next year.
- A fine workshop with lots of opinions which made for good dialogue.
- Outstanding workshop. I'll take the ideas back to my district and try to get something started.
- The sharing of vocational counseling training needs was most valuable. I hope we can continue this.
- A timely workshop throughout. Good idea exchange. We need to put these ideas (recommendations) into action.
- An inspiring two days. Thank you for the invitation. The "networks" recommendation should be our goal for the future. We need to set up a training system for us to work together on our own behalf.

While most of the comments and reactions to the workshops were highly favorable, there were some comments expressed about the workshops that indicated the need for improvement. Some of those comments are listed below:

- Group sessions were off the mark at times because we

tended to see things from our own viewpoints and agencies.

- More time was needed to cover all the material.
- Some people used the group sessions to gripe about their jobs.
- The technology presentation was informative, but too future-oriented. What do we do now?
- The dinner speaker should have made his presentation before dinner.
- Program sessions should have been reversed with panelists and the technology presentation going first.
- Group sessions seemed to lack cohesion at times.
- More time was needed to ask the dinner speakers questions.
- Some computer terms were over the heads of us novices.

In addition to the written or "open" types of responses stated above, the workshops were also evaluated through the use of a rating scale. A copy of the rating scale is located in Appendix D. The composite ratings of the six counselor preparation workshops are presented below.

COMPOSITE EVALUATIONS OF SIX INVITATIONAL COUNSELOR PREPARATION WORKSHOPS*

	POOR 1	FAIR 2	GOOD 3	V. GOOD 4	EXCELLENT 5
Workshop Overview					
117 Responses = 0		2	12	53	50
% = -		2	10	45	43
Group/Team Sessions (p.m.)					
119 Responses = 0		2	16	61	40
% = -		2	13	51	34
Panel Presentations					
115 Responses = 0		6	20	56	33
% = -		5	17	49	29
Group/Team Sessions (a.m.)					
124 Responses = 0		6	14	58	46
% = -		5	11	47	37
Luncheon Sessions					
128 Responses = 0		0	14	63	50
% = -		-	12	49	39
Speakers (Dinner)					
Dr. Edwin Herr					
56 Responses = 0		1	8	24	23
% = -		2	14	43	41
Mr. Alfred Gallagher					
51 Responses = 0		4	7	22	18
% = -		8	14	43	35
Dr. Robert Conway					
31 Responses = 0		0	6	17	8
% = -		-	19	55	26
Dr. Frank Rozman					
119 Responses = 0		6	19	55	39
% = -		5	16	46	33

*NOTE: Not all of the participants returned evaluation forms.

VII. PROJECT LIMITATIONS

A. THE ATTENDANCE PROBLEM

One of the major limitations of this project is related to workshop attendance. While the contract for the Six (6) Regional Invitational Workshops provided for a total of 300 counselors to attend the workshops, those who attended numbered 197, or approximately two-thirds of that total. The Two Synthesizing Workshops held in May, 1984, had 61 participants for a total of 258 for all eight workshops. However, this attendance deficiency did not occur because of the design of the project. Rather, it was the direct result of the unwillingness of some supervisors/administrators to release their counselors from their official duties in order that they might participate in the workshops. It was apparent from the communications received that most of the counselors who were invited wanted to come to the workshops but were told they could not attend by their supervisors or administrators. A few participants even had to use their own personal days (leave) to attend the workshops.

Another disappointment was the modest response from counselor education institutions. Although all of the twenty-two higher education institutions involved in counselor preparation were invited to the workshops, a number of them did not send representatives. Thus, much time was spent sending follow-up letters and making phone calls in the hope of receiving affirmative (yes) responses to the invitation. Although these approaches helped to some degree, they were not very successful.

Another limitation had to do with the fact that some

participants did not stay for the entire workshop. While this number was in the minority, the "coming and going" attendance pattern of some invitees tended to obstruct the work of the group/team sessions. Further, this variable attendance on the part of a few participants made it difficult, at times, to take care of the housekeeping tasks associated with the management of the project.

Despite these limitations, however, the participants who did attend the workshops took their assignments seriously, and produced a number of recommendations to be considered by counselor educators, practicing counselors, counseling professional associations, and public and private certifying bodies.

VIII. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

A number of conclusions can be made as a result of the eight Counselor Preparation Workshops which were held under the auspices of this project. Those conclusions - based on observations and documented data - are as follows:

1. For the participants involved, this project served as a type of "counselor renewal." Not only did it provide counselors/counselor educators/counseling supervisors from a variety of work settings with the opportunity of interacting about their training needs, but also resulted in the identification of possible collaborative training strategies to facilitate the present and future training needs of counselors at both the pre-

service and in-service levels.

2. The atmosphere of the workshops was positive and facilitative. That is, it was relatively free from the negativism which usually occurs when one group blames the other for training and performance deficiencies. Indeed, the comradery of the participants, as well as their acceptance of the project objectives set the tone for eight productive workshops. Instead of belaboring what was or is with respect to counselor preparation, the participants focused on what might be.

3. Most of the participants endorsed the national concerns relative to the need for change in the preparation of career/vocational counselors (Re: ACES, 1976; NVGA, 1981; ASCA, 1984; Prediger, Roth and Noeth, 1973; Hanson and Tennyson, 1975; Mitchell, 1975; Drier, Pritchard and Gysbers, 1977, etc.). Thus, the national concerns not only served as springboards for action, but also allowed the participants to delve into local and regional counselor training needs.

4. All of the eight workshops resulted in the making of recommendations which have meaning for the pre-service and in-service preparation of career/vocational counselors. Also, specific recommendations were made that have implications for counselor

certification, the continuing education of counselors, and other professional development activities.

5. The design of the workshops was especially useful in achieving the project objectives. The involvement of a variety of counseling professionals - counselor educators, vocational-technical school counselors, school counselors, vocational-technical school administrators, employment counselors, rehabilitation counselors, career counseling specialists - afforded the broadest examination of counselor preparation needsfor the 1980's and 1990's. Further, the involvement of counselors/counselor educators/counseling supervisors from a variety of work settings served as a model for initiating an on-going Counseling NETWORK to address counselor preparation and training needs on a permanent basis.

6. One of the results of all the workshops was the expression of appreciation by the participants - as evidenced by numerous verbal and documented responses - toward the Pennsylvania Bureau of Vocational Education for approving the grant which supported the eight workshops. Also, it was evident that the group teams saw the Area Vocational-Technical School as a viable and

important preparation/training site for secondary school counselors. One idea that surfaced was the need to expose youths to vocational programs so that various vocational specialty areas - as well as academic course areas - might be considered in the career exploration process.

7. Another conclusion was drawn from these eight workshops. Specifically, that while it is beneficial for counselors of like interests to meet periodically (i.e., school counselors meeting as one group; employment counselors meeting as one group; etc.), it is especially useful to also meet with counselors from a variety of specialty areas in order to exchange and share ideas, resources and practices. It is this kind of professional "cross fertilization" that facilitates the identification of counselor training needs in the broadest sense, and also allows for the involvement of a variety of counseling professionals in the preparation of pre-service, in-service counselors.

B. RECOMMENDATIONS

1. COUNSELOR PREPARATION PROGRAMS: NEEDED CHANGES/IMPROVEMENTS;

It was the general consensus of the workshop participants that counselor preparation programs need to be changed/reformed/improved to increase counselor competencies in

the areas of career development, career education and career guidance. Specifically, it was recommended that counselor preparation programs be so designed in terms of course offerings, course subject matter, and course experiences to insure that pre-service counselors complete their preparation programs with the appropriate understandings/skills/attitudes needed to demonstrate the following competencies:

1. an understanding of the worker, worker motivation and the work environment .
2. an understanding of the technological changes (high tech./high touch), their impact upon society and employment trends, and their application to present and future career planning and career decision-making (Megatrends; Future Shock, etc.).
3. skills in the utilization of the computer, computer-assisted career decision-making programs, and other appropriate software.
4. an understanding of the multi-potentiality of career decisions and their relationship to a variety of career choice possibilities.
5. skills designed to foster client "self help" approaches to career planning (i.e., managing and monitoring "Do-It-Yourself" Career Laboratories, etc.).
6. skills needed to keep abreast of local, state and national career information.

7. an understanding of occupational groups, worker temperaments and the relationship of one group to the other.
8. skills in developing and managing a Career Information Service, including its various components as well as the types of information that can be used.
9. skills in assessing career maturity, career decision-making readiness , and career information adequacy.
10. an understanding of the career needs of special populations (i.e., women, the handicapped, mid-life career changers, veterans, pre-retirement and retired clientele, adult non-readers, the unemployed, etc.)
11. a knowledge of current and future labor trends and their impact upon present and future career planning and career decision-making.
12. skills in the use of career clusters to assist clientele involved in career exploration, career planning and career change.
13. skills in accessing, classifying, storing/filing and utilizing career information with clients.
14. skills in personalizing the career information

process to insure that the emphasis is on the person and not on the information.

15. skills to help clients conduct self-help activities such as job analyses, values clarification, self-directed career searches, etc.
16. an understanding of the psychological nature of career information - its motivational, informational, adjustive, readjustive, challenging aspects, etc.
17. an understanding of the mission of area vocational-technical schools, their curricula, and the part they play in vocational preparation as well as career exploration.
18. skills in helping classroom teachers infuse career education and career-related concepts and experiences into the regular classroom situation.
19. an understanding of career development, career education, and career guidance and the application of each in the work of the counselor.
20. an understanding of group processes, their application to career planning and career decision-making, and their utility in utilizing and disseminating career information.
21. an understanding of pre-retirement, leisure and lifestyle counseling as integral components of the career development process.
22. an understanding of the integral relationship and

mutual transferability of academic and vocational/employment skills in the career exploration process.

23. skills in developing marketing/promotional activities designed to foster community support for career development/career guidance programs and initiatives.
24. skills to act as a consultant and resource person to teachers, administrators, supervisors, parents and other counseling/human services providers.
25. skills in identifying the types of career guidance services needed at various life stages.
26. an understanding of career development theories and their application to the everyday work of the counselor.
27. skills in evaluating the accuracy and appropriateness of career information.

Additional Program Recommendations

The following recommendations are directed toward program development and program philosophy. They are presented here because of their general, rather than specific, nature.

1. Maintain a healthy balance between theory and practice in counselor preparation programs.
2. "Stay-in-touch" with the changing times/needs/concerns of society and reflect the same in program development.
3. Eliminate the practice of viewing or promoting

personal counseling as separate from career counseling. (Note: Career decisions <u>are</u> personal decisions.)

4. Engage in regular and systematic program development to prevent the long-term continuance of "status quo" counselor preparation/training programs.

5. Infuse career development theories into other counselor preparation courses (i.e., Introduction to the Helping Services, Appraisal Techniques in Guidance, Counseling Theory, Practicum, Developmental Psychology, Group Processes, etc.)

6. Engage in professional partnerships which facilitate program development and enhance counselor experiences and effectiveness.

7. Utilize the career/vocational counselor competency statements (ACES;NVGA) located in the appendices of this Final Report - in addition to the recommendations already made by the participants and the workshop presenters - to initiate strategies directed toward counselor preparation program changes and improvement.

2. <u>NETWORK/COLLABORATION: A PARTNERSHIP APPROACH TO COUNSELOR PREPARATION</u>

One of the consistent themes that surfaced at every workshop was the need for counselor preparation institutions to involve other appropriate agencies, institutions, organizations

and groups in the pre-service and in-service preparation of counselors. While recognizing the legitimate and important role that counselor preparation institutions play in preparing counselors through programs that have been approved by state and national certifying bodies, the participants did indicate that no institution - regardless of the quality of its program - can singlehandedly meet the present and future training needs of pre-service and in-service counselors.

Such a massive training mission must be approached through partnership arrangements that utilize not only the skills and talents of college and university professors, but also the skills and talents of the professionals working in non-college/university settings.

The specific network/collaboration recommendations are as follows:

1. Establish on-going regional and local collaborative networks (including school counselors, counselor educators, AVTS counselors, employment counselors, rehabilitation counselors, etc.) in order to: (a) share information and experiences; (b) keep colleges/universities abreast of counselor preparation needs; (c) effect counselor exchanges, (d) identify internship and practicum sites; and (e) plan and design their own in-service training programs.
2. Identify a central agency, organization or

institution to assume the regional or local network coordinating function. This could be an Intermediate Unit since the I.U. does function on a regional basis and usually has the necessary clerical assistance to keep participants informed. Further, the I.U. is a certifying body that can issue in-service credits, certificates, etc. for participation in professional development activities. Also, the I.U. may have a modest budget to launch the NETWORK until other supporting resources are identified.

Once the NETWORK is initially established, encourage the NETWORK to:

3. Involve business, industry, and labor and other relevant organizations and agencies in developing the pre-service and in-service counselor training design, as well as appropriate professional development activities.
4. Develop close liaison with community agencies such as Mental Health Centers, Adult Literacy Councils, JTPA Councils, Adult Education, Corrections, the VA, OES, OVR, etc.
5. Communicate with each network agency/organization/institution through a network newsletter, weekly announcements, and/or through some other dissemination/information vehicle.
6. Establish collaborative evaluation teams to visit

each other's programs and make suggested recommendations for improving the same.

7. Involve counselor education institutions in developing counselor training activities which address the career training needs of network participants.

8. Establish a counselor information exchange which operates regularly and at a reasonable cost, if any.

9. Plan and implement better articulation activities between programs and participating agencies, organizations and institutions. (i.e. the articulation of the comprehensive school guidance program with that of the AVTS school.)

10. Share work sites between and among network participants.

11. Encourage periodic visitations and exchanges between the network membership to promote inter-agency understanding and to make the network members aware of each other's training needs.

3. CERTIFICATION AND PROFESSIONAL DEVELOPMENT: THE RECOMMENDATIONS

Considerable attention at the eight workshops was paid to certification and professional development activities. Certification, especially, is a sensitive matter and counselors are quick to react to any changes which might alter certification regulations. Yet, despite the sensitivity of this issue among

counselors, most of the participants indicated that counselor certification must be tied to a certificate renewal process which affords the counselor the opportunity of keeping his or her certificate active for an established period of time. This periodic certificate renewal process would continue throughout the counselor's professional life.

In keeping with these ideas, the following recommendations were made for the Pennsylvania Department of Education's consideration as well as other certifying bodies:

1. Link Counselor certification - after the receipt of the masters degree - to a mandatory renewal process (- i.e., every five years) - whereby the counselor must engage in appropriate professional development activities to keep his or her counselor's certification active.
2. Issue professional certificates, continuing education credits (C.E.U.'s) or academic credit to counselors who engage in certificate renewal activities and/or other approved professional development experiences.
3. Encourage employers to grant professional release time to counselors in order to enhance the career counseling skills and effectiveness of the counselors they employ.
4. Require that pre-service secondary school counselors have an internship, field experience or

practicum in an AVTS setting as a pre-requisite to certification as a secondary school counselor.

5. Promote summer work for counselors - in various occupational settings - to enable counselors to better understand different work environments and to get the feel of "carrying a lunch bucket."
6. Promote sabbaticals for counselors and integrate them with counselor exchange programs.
7. Promote and support network professional development activities - i.e. in-service ventures, counselor visits and exchanges, meetings, seminars, workshops, etc. - which are designed to update the counselor's skills, professional knowledge and practices.

NVGA CREDENTIALING INSERT

National Council for Credentialing Career Counselors (NCCCC) *December, 1983*

What is Career Counseling Certification?

Certification is the formal procedure whereby the credentialing body, NCCCC, a committee of the National Vocational Guidance Association, recognizes career counselors and career development professionals who have satisfied predetermined professional training and experiential standards.

Why Certification?

In recent years, accountability has received increasing attention in the helping professions. In order for career counselors and career development professionals to enhance their professional credibility, and provide the highest level of service to others, credentialing criteria and a speciality examination for career counselors and career development specialists were devised. The credentialing process allows the professional to be recognized through national certification.

What is the National Professional Career Counselor Registry?

The Registry is an official and permanent reference publication, to be available, to the public, providing information about professionals who have met the requirements set by the credentialing board.

The objectives of the National Registry are to:

- Motivate career counselors to grow professionally;
- Define the work activities of professionals in the field of career counseling and career development;
- Identify to the public those career counselors and career development professionals who have met the educational and experiential requirements and successfully completed the credentialing examination.

Why Separate Professional Career Counseling Credentialing?

As a result of years of concentrated effort on behalf of several professional committees, NVGA became the first professional association to take the responsibility and leadership to identify:

- Professional career counselor and career development competencies,
- Methods of measuring these competencies,
- Areas where additional professional career counseling and guidance training are needed.

To assure that the public is provided with the highest quality career counseling services the 1983 NVGA Delegate Assembly voted unanimously that NVGA leadership take steps to establish a national credentialing process.

What About NBCC? (National Board for Certified Counselors)

The NCCCC examination is designed to measure the knowledge base of career counselors and career development professionals and does not credential general counselors. NCCCC encourages those professionals who complete the career counselor credentialing examination to also give serious consideration to completing the NBCC generic examination.

NATIONAL CAREER COUNSELING CREDENTIALING APPLICATION File #_____

1. NAME: _____
   Last First M.I.
2. HOME ADDRESS: _____
   No. and Street City State Zip
3. BUSINESS ADDRESS: _____
   _____
4. TELEPHONE: (Home) _____ 5. (Office) _____
   A. C./Number A. C. Number
6. RELATED PROFESSIONAL MEMBERSHIP(s) (organizations)_____
7. PROFESSIONAL CERTIFICATES OR LICENSE_____

Questions 8–10 are optional and will be used for statistical purposes only:

8. SEX: ___M ___F 9. DATE OF BIRTH:_____
10. SELF DESCRIPTION:
    ___American Indian ___Caucasian
    ___Asian American ___Hispanic
    ___Black ___Other
11. ACADEMIC TRAINING:

	Name of Institution, Address	Year	Degree	Major
Graduate				
Undergraduate				

12. SUPERVISED COUNSELING PRACTICUM EXPERIENCE INCLUDING CAREER COUNSELING FROM _____ (mo) _____ (yr) ,to _____ (mo) _____ (yr) at _____ (institution or training center)
13. PROFESSIONAL WORK EXPERIENCE: List professional work experiences that are career development related. (should total three years).

A. Dates of employment: From_____ To_____

Employer's Name Address

Supervisor's Name Title

Your Position(s)	Responsibilities	Est. % Time

B. Dates of employment: From_____ To_____

Employer's Name Address

Supervisor's Name Title

(Attach additional pages if necessary)

14. SPECIAL REQUIREMENTS: Please indicate if you need special assistance completing the Career Counseling Credentialing Examination_____

I certify that the information included in this packet is complete and accurate, to the best of my knowledge._____

(Applicant's Signature) (Date)

Send to: Frank Karpati, CoChair, NCCCC, 28 Summit Ave., Hackensack, NJ 07601.

ATIONAL CAREER COUNSELING CREDENTIALING CRITERIA*

EDUCATION AND EXPERIENCE

- *Advanced degree in counseling and/or* related professional field from a regionally accredited higher educational institution.
- *A supervised counseling practicum* experience which includes career counseling. (verified on application).
- *Three years of professional* career development work related experience.
- *Two written* reference checklists completed by professionals who are qualified to evaluate the applicant. (one of which should have supervised the applicant's work).

PERSONAL STATEMENT

- A maximum 250 word Personal Statement which will discuss the individual's motivations to become a certified career counselor, counseling philosophy and theoretical orientation.

EXAMINATION OF KNOWLEDGE BASE

- Successful completion of the NCCCC Professional Career Counselor Credentialing Examination.

APPLICATION PREPARATION GUIDELINES

- Review packet.
- Make sure you have met *all* credentialing criteria.
- Solicit recommendations and secure copies of your graduate transcripts.
- Type or legibly write out application including personal statement.
- Enclose $50.00 application evaluation and testing fee. (25/25)
- Compile application, transcripts, recommendations, check and mail packet to: **NCCCC, c/o Frank Karpati, 28 Summit Avenue, Hackensack, NJ 07601**
- Applicants taking the first examination at the Houston Convention (March 1984) need to have material sent by February 1, 1984.

THE APPLICANT CHECKLIST FOR CAREER COUNSELING CREDENTIALING

____Completed application blank and personal statement.
____Secured and attached graduate transcript.
____Obtained 2 completed reference checklists. (one from a supervisor).
____Attached $50.00 fee ($25 for processing, $25 for examination).
____Mailed all materials.

*This is a credentialing process for career counseling and does not credential generic counselors. Career counseling applicants are encouraged to have completed, or in the future complete, the NBCC (National Board for Certified Counselors) credentialing process.

PROFESSIONAL REFERENCE EVALUATION CHECKLIST

Applicant's Name: _____

The above named person has applied to the National Council for the Credentialing of Career Counselors, a Committee of the National Vocational Guidance Association, to become a Credentialed Career Counselor. To enable the Credentialing Board to assess the candidate's abilities, please complete the checklist and return it to the *applicant*.

1. Reference's Name: _____ Profession: _____

   Business Address: _____ Degree: _____

   _____ Position Title: _____

   _____ Telephone: _____

2. Certification of License: _____

   Certifying Organization: _____

3. Relationship with the applicant:

   _____Colleague _____Immediate Supervisor
   _____Educator _____Other (Specify) _____

4. Please rate the applicant compared to other counselors you know on the following characteristics. Place a check mark in every category.

	Excellent	Above Average	Average	Below Average	Cannot Evaluate
Individual counseling skills					
Career counseling skills					
Group counseling skills					
Consulting abilities					
Knowledge of career resources					
Assessment/appraisal skills					
Referral skills					
Administrative abilities					
Personal conduct					
Ethical conduct					
Concern for clients					
Responsibility					
Interpersonal skills					
Self knowledge					
Supervisory skills					
Recognition of personal limitations					

If you directly supervised the applicant, please indicate the dates of supervision

from _____ to _____. _____

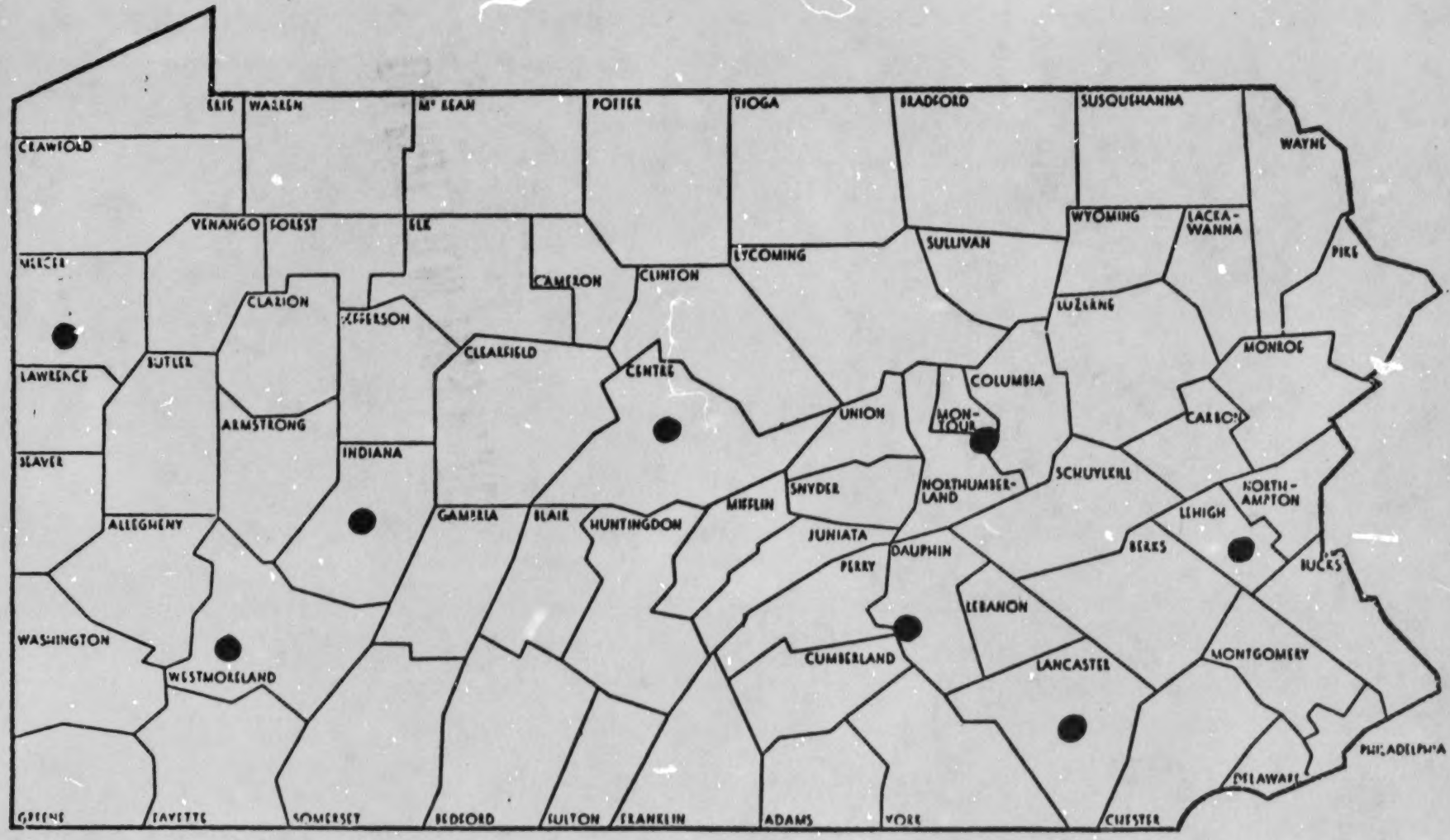
(mo.) (yr.) (mo.) (yr.) Reference's Signature (Date)

(please make additional copies to complete your application package.)

APPENDIX B

THE LOCATIONS OF THE EIGHT COUNSELOR

PREPARATION WORKSHOPS



● = Mercer, PA; New Stanton, PA; State College, PA; Harrisburg, PA; Danville, PA; Lancaster, PA; and Allentown, PA.

APPENDIX C

INVITATIONAL COUNSELOR PREPARATION WORKSHOP

October 13, 1983
Holiday Inn
State College, PA

October 14, 1983
Centre County AVTS
Pleasant Gap, PA

HOLIDAY INN
AGENDA

Thursday, October 13, 1983

11:00 - 12:00 noon	REGISTRATION
1:00 - 2:00 p.m.	WELCOME AND WORKSHOP OVERVIEW
	"Career Guidance and Counselor Preparation: Setting the Climate"
	- *Dr. Michael A. Ciavarella*, Professor of Counseling and Director, Center for Education and Human Services, Shippensburg University
2:00 - 3:00 p.m.	TEAM INTERACTION & DIALOGUE
3:00 - 3:15 p.m.	BREAK
3:15 - 4:00 p.m.	TEAM REPORTING
4:00 - 4:30 p.m.	"OPEN MIKE" AND SUMMARY
6:00 - 7:00 p.m.	SOCIAL HOUR (Pay Bar)
7:00 - 9:00 p.m.	DINNER
	"Perspectives on Career Guidance in the 1980's and Beyond"
	- *Dr. Edwin Herr*, President, American Association for Counseling and Development, and Head, Counseling and Educational Psychology Division, Pennsylvania State University

ADJOURNMENT

CENTRE COUNTY AVTS
AGENDA

Friday, October 14, 1983

9:00 - 10:15 a.m.	"COUNSELOR PREPAKATION AND CAREER GUIDANCE: WHERE WE ARE AND WHERE WE NEED TO GO"
	PANELISTS
	Dr. George Hudson, Professor of Education, Pennsylvania State University
	Mr. William Springer, Director, Centre County AVTS
	Ms. Marty Gerfin, Counseling Supervisor, Rehabilitation Counseling, Department of Labor & Industry
	Mr. Karl Luckner, Counselor, Altoona Area School District
	Mr. Ray Dennis, Counseling Supervisor, Bureau of Employment Security
10:15 - 10:30 a.m.	BREAK
10:30 - 11:30 a.m.	TEAM INTERACTION AND DIALOGUE
11:30 - 12:00 noon	TEAM REPORTING
12:00 - 1:30 p.m.	LUNCH/CLOSING SESSION
	"WHERE DO WE GO FROM HERE?"

ADJOURNMENT

ACKNOWLEDGEMENTS

Planning Group for Regional Workshops

Mr. Ronald L. Stammel, Director, Dauphin County AVTS

Dr. Karl Dutt, Principal, Lehigh County AVTS

Mr. Richard Murr, Guidance Services Director, Lancaster AVTS-Willow Street

Mr. Bruce Shellenberger, Vocational Guidance Coordinator, Bureau of Vocational Education, Pennsylvania Department of Education

Mike Ciavarella, Professor of Counseling and Director, Center for Education & Human Services, Shippensburg Univ.

Northcentral Workshop Coordinator

Mr. William Springer, Centre County AVTS

APPENDIX C

COUNSELOR PREPARATION WORKSHOP
Best Western-Danville
Danville, PA
May 23 - 24, 1984

AGENDA

WEDNESDAY, MAY 23, 1984

1:00 - 1:30 p.m.	Greetings and Opening Remarks Dr. Michael Ciavarella, Project Director Shippensburg University
1:30 - 3:00 p.m.	The Six Regional Workshops: Recommendations Group/Team Sessions
3:00 - 3:15 p.m.	Break
3:15 - 4:00 p.m.	The Recommendations (continued) Group/Team Sessions
4:00 - 4:30 p.m.	"1976-80 Career Follow-Up of Secondary Vocational Completers in Pennsylvania" Mr. James Lewis, Research Associate Research Coordinating Unit Pennsylvania Department of Education
4:30 p.m.	Adjournment
5:30 - 6:30 p.m.	Social Interaction
6:30 - 9:00 p.m.	Dinner and Remarks Dr. John Meerbach, Chief Division of Pupil Personnel Services Pennsylvania Department of Education Team Progress Reports
9:30 p.m.	Adjournment

THURSDAY, MAY 24, 1984

7:00 - 8:45 a.m.	Breakfast (optional)
9:00 - 10:00 a.m.	The Recommendations (continued) Group/Team Sessions
10:00 - 10:15 a.m.	Break
10:15 - 12:00 Noon	The Recommendations (continued) Group/Team Sessions
12:00 - 1:00 p.m.	Lunch
1:00 - 2:30 p.m.	Summary Session Dr. Michael Ciavarella
2:30 p.m.	Adjournment

APPENDIX D

EVALUATION

INVITATIONAL COUNSELOR PREPARATION WORKSHOP

November 29-30, 1983

Strasburg, PA Strasburg, PA

Please use the scale below to rate the workshop activities.

TUESDAY AFTERNOON

Conference Overview & First Presentation

1	2	3	4	5
Poor				Excellent

Group/Team Session

1	2	3	4	5
Poor				Excellent

COMMENTS: Afternoon Session

TUESDAY EVENING

Dinner Speaker

1	2	3	4	5
Poor				Excellent

COMMENTS: Evening Session

WEDNESDAY MORNING

Panel Presentation

1	2	3	4	5
Poor				Excellent

Presentation on "Technology"

1	2	3	4	5
Poor				Excellent

Suggestions/Recommendations Session

1	2	3	4	5
Poor				Excellent

Luncheon Session

1	2	3	4	5
Poor				Excellent

COMMENTS: Morning/Luncheon Sessions

APPENDIX E

LIST OF PARTICIPANTS
SIX INVITATIONAL COUNSELOR PREPARATION WORKSHOPS

STATE COLLEGE Workshop - October 13-14, 1983

SCHOOL COUNSELORS

Susan Allen, Williamsport Area SD
John Himes, Clearfield Area SD
William Carlson, Clearfield Area SD
Anita Johnson, Smethport Area SD
Cheryl Zappa, Ridgway Area SD
Mike Rendos, Keystone Central SD
Denise Hosterman, Bellefonte SD
James McDonald, Bellefonte SD
Karl Luckner, Altoona Area SD
Rhonda McCardle, Mifflin Co. SD
Blossom Aberg, State College Area SD

AVTS DIRECTORS/COUNSELORS

William Springer, Director, Centre Co. AVTS
Herbert S. Bolger, Jr. Director, Pupil Services, Altoona AVTS
Thomas Starkey, Centre Co. AVTS
Ken L. Williams, Clearfield AVTS
Nancy Moore, Altoona AVTS
William McFarland, Keystone Central AVTS
Roberta Bowen, Sun AVTS
James Harpster, Juniata-Mifflin Co. AVTS

EMPLOYMENT COUNSELORS

Ray Dennis, Counseling Supervisor, Bureau of Job Service, Department of Labor & Industry, Harrisburg, PA
Marla Keck, Wellsboro
Gary Gill, Lewistown
Marie McGhee, State College

VOCATIONAL REHABILITATION COUNSELORS

Martha Gerfin, Coordinator, PA Office of Voc. Rehab., Harrisburg, PA
George A. Lubert, Altoona
Regis Felix, DuBois
Cecil Smith, State College
Steven F. Hauser, Williamsport

COUNSELOR EDUCATION PERSONNEL

Dr. George R. Hudson, The PA State Univ.
Dr. Edwin Herr, The PA State Univ.
Dr. Eugene R. Layser, Kutztown University
Dr. Michael A. Ciavarella, Shippensburg University

PA DEPARTMENT OF EDUCATION

Mr. Bruce Shellenberger, Bureau of Vocational Education
Dr. John Meerbach, Division of Student Services

MERCER WORKSHOP - October 18-19, 1983

SCHOOL COUNSELORS

Marjorie McCandless, Oil City Area SD
Patricia Acker, Mercer Area SD
Mildred Perry, Farrell Area SD
James Bailey, Sharon City SD
Frederick Kiser, Greenville Area SD
Robert J. Curtis II, Mercer Area SD

AVTS DIRECTORS/COUNSELORS

Robert Brown, Director, Mercer Co. AVTS
Michael Shenesky, Butler Co. AVTS
W. Barnett Knorr, Clarion Co. AVTS
Frank Houk, Crawford Co. AVTS
James Brown, Mercer Co. AVTS
Larry Baughman, Venango Co. AVTS

EMPLOYMENT COUNSELORS

Kenneth Moorhouse, Erie
Dennis Scully, Bradford
John Halderman, Harrisburg

VOCATIONAL REHABILITATION COUNSELORS

Ross D. Donahue, DuBois
Arthur Williams, Erie
Richard Jordan, Erie
Okey Cooper, Erie
Bruce McClintick, Beaver

COUNSELOR EDUCATION PERSONNEL

William Groves, Chairperson, Dept. of
Psychology & Counseling,
Edinboro University
Edward Ansell, Edinboro University
Robert E. Conway, Dept. of
Counselor Education, Westminster College
Norris C. Crook, Slippery Rock Univ.
John H. Landrum, Slippery Rock Univ.
Thomas Kubic, Westminster College
Frank Rozman, Career Education
Coordinator, Millersville Univ.
Michael A. Ciavarella, Shippensburg Univ.

ERIE ASSESSMENT

Tom Calabrese, Intermediate Unit #5

PA DEPT. OF EDUCATION

Bruce Shellenberger, Bureau of
Vocational Education

EMPLOYMENT COUNSELORS

Ray Dennis, Counseling Supervisor, Bureau
of Job Service, Department of Labor &
Industry
Marla Keck, Wellsboro
Gary Gill, Lewistown
Marie McGhee, State College

NEW STANTON WORKSHOP - October 20-21, 1983

SCHOOL COUNSELORS

Andrew Romito, Highlands SD
Arthur Sloan, California Area SD
Thomas Judice, Greensburg Salem SD
Judith Bookhamer, McKeesport Area SD
Anthony Mazzocco, Baldwin Whitehall SD
Tim Krempecki, Southmoreland SD
Bill Ebersole, Derry Area SD

AVTS DIRECTORS/COUNSELORS

William Downs, Director
Central Westmoreland Co. AVTS
Robert Lamping, Director
Pittsburgh SD AVTS
Leonard Santoro, Director
Western Area AVTS
Robert Maycheck, Associate Director of
Pupil Services, Pittsburgh SD AVTS
Barry Balas, Forbes Road AVTS
Clentin Martin, Central AVTS

EMPLOYMENT COUNSELORS

Irene Caperoll, Washington
Mary Yanity, Indiana
Charlene McAbee, Pittsburgh

VOCATIONAL REHABILITATION COUNSELORS

Judy J. Schollaert, Johnstown
Marie A. Cummings, Washington
David A. Faris, New Castle
Lynn E. Campbell, Pittsburgh
Paul M. Coyne, Pittsburgh

COUNSELOR EDUCATION PERSONNEL

Robert H. Aldstadt, California Univ.
David Botwin, Chairperson,
Counselor Education Department,
University of Pittsburgh
John C. Worzbyt, Counselor Education,
Indiana University of PA
Everett J. Pesci, Indiana Univ. of PA

Isabel Helmrich, Counselor Education,
Indiana University of PA
Michael A. Ciavarella, Shippensburg Univ.

PA DEPARTMENT OF EDUCATION

Bruce Shellenberger, Bureau of
Vocational Education

ALLENTOWN WORKSHOP - October 31-November 1, 1983

SCHOOL COUNSELORS

Patricia Russin, Dallas SD
Robert McHugh, Scranton City SD
Judith Pavelich, Northampton Area SD
Mary Comilio, Freedom H.S.

AVTS DIRECTORS/COUNSELORS

Andrew Bubnis, Columbia-Montour Co. AVTS
Robert Muzzi, Director
Lackawanna Co. AVTS-South
Arthur Lucarelli, Supervisor of Pupil
Services, Lackawanna Co. AVTS-South
John D. Wilgeroth, Coordinator of
Pupil Personnel Services,
Monroe Co. AVTS
Woodrow Helfrich, Lehigh Co. AVTS
Joanne Czerwinski, Carbon Co. AVTS
Joseph H. Kricks, Director of
Student Services, Bethlehewm Area AVTS
Karl Dutt, Principal
Lehigh County AVTS
Joseph Rothdeutsch, Director
Lehigh County AVTS
Joseph Smar, Coordinator of Pupil Services,
Lehigh Co. AVTS
Franklin Andreas, Carbon Co. AVTS

EMPLOYMENT COUNSELORS

Marion Rhode, Pottsville
William Nole, Scranton
Roseann Sysko, Strasburg

VOCATIONAL REHABILITATION COUNSELORS

David Mitten, Reading
Robert Stouffer, Allentown
James C. Calpas, Allentown
Leonard Bantel, Wilkes-Barre
Michael T. Sniscak, Jr., Wilkes-Barre

COUNSELOR EDUCATION PERSONNEL

Donald Myers, Marywood College
Christine Herrick Hutt,
University of Scranton
Michael A. Ciavarella, Shippensburg Univ.

INTERMEDIATE UNIT #25

Alfred Gallagher, Director of Pupil
Personnel Services

PA DEPARTMENT OF EDUCATION

Bruce Shellenberger, Bureau of
Vocational Education

HARRISBURG WORKSHOP - November 3-4, 1983

SCHOOL COUNSELORS

Forrest Adams, Cumberland Valley SD
Anthony Murdocca, Mechanicsburg Area SD
Robert Swanger, Derry Township SD
Marilee Kessler, Central York SD
Mary Atkinson, Cumberland Valley SD
Frank Kuhn, Jr. Cornwall-Lebanon SD
Michael McCabe, Pottsville Area SD
Pamela Blum, Cornwall-Lebanon SD
Bill Ebersole, Derry Area SD
Henry J. Ferri, Cumberland Valley SD
John Prokop, Harrisburg SD
Joe Lazenby, Harrisburg SD
David Sanchez, Harrisburg SD
Wayne Smith, Harrisburg SD
Rosetta Hogan, Harrisburg SD

AVTS DIRECTORS/COUNSELORS

Meade Shuman, Schuylkill Co. AVTS-South
Dallas Vogel, Supervisor
Pupil Personnel Services
Lebanon County AVTS
Dominick Trozzo, Pupil Services Coordinator
Cumberland-Perry Co. AVTS
Thomas J. Uricheck, York Co. AVTS
Ronald L. Stammel, Director
Dauphin County AVTS
Carl W. Espenshade, Dauphin Co. AVTS
Glenn Motter, Director
Harrisburg Steel-High AVTS
Jessica Butler, Harrisburg Steel-High AVTS

EMPLOYMENT COUNSELORS

Robert Haldeman, Counseling Consultant,
Bureau of Job Service, Department of
Labor & Industry
Mary Jane Duffy, Gettysburg
Brian Reiter, Lebanon
Erica Grove, Chambersburg
Thomas Nornhold, (Self-employed), Carlisle

VOCATIONAL REHABILITATION COUNSELORS

Chris Clark, Harrisburg
Roger Barton, Harrisburg

COUNSELOR EDUCATION PERSONNEL

Joyce S. Smedley, Millersville Univ.
Albert Carey, Shippensburg Univ.
Michael A. Ciavarella, Shippensburg Univ.

PA DEPARTMENT OF EDUCATION

Carroll Curtis, Head,
Research Coordinating Unit
Bruce Shellenberger, Bureau of
Vocational Education
John Meerbach, Division of Student
Services
James Lewis, Research Associate,
Research Coordinating Unit
Clarence Dittenhafer, Research Associate,
Research Coordinating Unit

INTERMEDIATE UNIT #25

Alfred Gallagher, Director of Pupil
Personnel Services

LANCASTER WORKSHOP - November 29-30, 1983

SCHOOL COUNSELORS

Charlyne Atty, Lancaster SD
Jane Phillips, Conestoga Valley SD
Joseph Falco, Upper Merion Area SD
Doris Meisenhalter, Penn Manor SD
Hilda Minkoff, Philadelphia City SD
Marjorie Appleby, Downingtown Area SD
James Eisenhart, Downingtown Area SD
Florence McManus, Neshaminy SD
Frank Greco, Bristol Twp. SD
Louise McCann, West Chester Area SD
Kitty Polder, Muehlenburg SD

Mrs. Kemple, Columbia SD
Amos V. Cunningham, Solanco SD
S. Theodore Woal, Consultant,
Career Education, Jenkintown

AVTS DIRECTORS/COUNSELORS

J. Richard Murr, Coordinator of Guidance
Lancaster County AVTS
James W. Casper, Berks County AVTS
Norton Garfinkel, Montgomery Co. AVTS
John Weaver, Supv. Pupil Services,
Montgomery Co. AVTS
Robert Zimmerman, Director,
Northern Chester Co. AVTS

EMPLOYMENT COUNSELORS

Paul Sauer

VOCATIONAL REHABILITATION COUNSELORS

Jimmie C. Devane, Jr., Rosemont
Rhoda Katz, Philadelphia
Gerald Loesch, Bucks Co.
James Quesenberry, Rosemont
Vincent M. Puente, Rosemont

COUNSELOR EDUCATION PERSONNEL

Arthur Dole, Professor & Chairperson,
University of Pennsylvania
Frank E. Rozman, Career Education
Coordinator, Millersville University
Edwin L. Herr, The Pennsylvania State
University
Michael A. Ciavarella, Shippensburg Univ.

PA DEPARTMENT OF EDUCATION

Bruce Shellenberger, Bureau of Vocational
Education

LIST OF PARTICIPANTS
TWO SYNTHESIZING VOCATIONAL COUNSELING WORKSHOPS

INDIANA WORKSHOP - May 21-22, 1984

SCHOOL COUNSELORS

Carl Castille, Hempfield Sr. High
Anthony E. Mazzocco, Baldwin-Whitehall Schools
Ken Williams, Clearfield Area SD
Ray White, Punxsautawney SD
Lois M. Zuzack, Greater Latrobe SD
Bill Oleszewski, Derry Area Sr. HS
Tim Krimpecki, Southmoreland HS
Allan Mikach, Franklin Regional SD
John Heckman, Greensburg-Salem Sr. High

AVTS DIRECTORS/COUNSELORS

Larry J. Baughman, Venango Co. AVTS
John Karns, Lenape AVTS
Ray Orlowski, Huntingdon County AVTS
Edward Moul, Greater Johnstown AVTS
Robert Cassidy, Somerset Co. AVTS
Cathy Wildauer, Jefferson AVTS

EMPLOYMENT COUNSELORS

John Haldeman, Harrisburg
Mary Yanity, Indiana
Irene Caprol, Washington
Dennis Scully, Bradford

CAREER SPECIALIST ASSESSMENT

Stephen P. Barrett, Erie

COUNSELOR EDUCATION PERSONNEL

David E. Botwin, University of Pittsburgh
Isabel T. Helmrich, Indiana Univ. of PA
John Worzbyt, Indiana Univ. of PA
Norris Crook, Slippery Rock University
Judith Scott, University of Pittsburgh
Everett J. Pesci, Indiana Univ. of PA
Albert Carey, Shippensburg University
Michael A. Ciavarella, Shippensburg Univ.

PA DEPARTMENT OF EDUCATION

Bruce Shellenberger, Bureau of Voc. Ed.
James Lewis, Research Associate,
Research Coordinating Unit

GRADUATE STUDENT

Michael Stone, Counseling Major, Shippensburg
University

DANVILLE WORKSHOP - May 23-24, 1984

SCHOOL COUNSELORS

Anthony Murdocca, Mechanicsburg SD
Charlyne Atty, Lancaster SD
Hilda Minkoff, Philadelphia City SD
John Himes, Clearfield Area SD
Theodore Woal, School Counselor, Retired, Philadelphia SD

AVTS DIRECTORS/COUNSELORS

Robert G. Werba, SUN AVTS
Edward Lyba, Schuylkill Co. AVTS
Edmund O'Neill, Wilkes-Barre AVTS
Woodrow Helfrich, Lehigh Co. AVTS
Ronald L. Stammel, Dauphin Co. AVTS
Arthur Lucarelli, Lackawanna Co. AVTS

EMPLOYMENT COUNSELORS

Ray Dennis, Harrisburg
Mary Jane Duffy, Gettysburg
Marla M. Kech, Wellsboro

VOCATIONAL REHABILITATION COUNSELORS

James Quesenberry, Rosemont
Jimmie C. DeVane, Jr., Rosemont

COUNSELOR EDUCATION PERSONNEL

Frank E. Rozman, Millersville University
Christine Hutt, University of Scranton
Gene R. Layser, Kutztown University
Edgar Ansell, Edinboro University
Bill Groves, Edinboro University
Michael A. Ciavarella, Shippensburg University

PA DEPARTMENT OF EDUCATION

Bruce Shellenberger, Bureau of Voc. Ed.
James Lewis, Research Associate, Research Coordinating Unit
John Meerbach, Division of Student Services

INTERMEDIATE UNITS

Alfred Gallagher, #25, Media
Maryanne Sweeney, #19, Dunmore

GRADUATE STUDENT

Ronald Lindsay, Counseling Major, Shippensburg University

APPENDIX F

PRESENTATIONS

Career Guidance and Counselor Education

Edwin L. Herr

The Pennsylvania State University

After an analysis of the current effects of advanced technology upon human development and its general implications for career guidance, Dr. Herr summarized his previous remarks and then spoke of specific needs in Counselor Education. Those comments follow.

In sum, while much more could and should be said here, the structural transitions which comprise the Age of Technology bring with them a host of conditions which accentuate rather than diminish the need for guidance and counseling. More important, perhaps, the range of groups needing information, decision-making help, and support which guidance processes can offer will become more, not less, comprehensive including school children, mid-career dislocated adults, persons seeking a second or third career, persons seeking to be more productive or to be retrained, women and minorities entering the labor force for the first time, the handicapped, the pre-retirees, the unemployed. These notions about the environment in which choices are made by students and adults must be reflected in Counselor Education.

While, in these opening remarks, I have already alluded to a number of emphases and skills which need to be included in Counselor Education, let me be a bit more precise about theoretical needs.

Shifting Theoretical Models. Career guidance will stimulate increased attention by counselors to developmental psychology as well as to economics, anthropology, sociology, and organizational behavior as the conceptual frames of reference on which their practice is based. To the degree that psychology is the

only discipline claimed by the counselor, it is likely that assumptions will be made that client problems are due to personal deficits or ego structures. When the other behavioral sciences are addressed, individual transactions with the environment come more readily into view. As such, the effects of the belief systems, the types of information, and the characteristics of the social or work environments individuals have been exposed to become equally likely and important subjects for the counselor's attention.

In particular, the career guidance practitioner must assimilate a thorough grounding in career development theory. Broadly conceived and multi-disciplinary in orientation, most of these perspectives indicate that the way we view ourselves and our choice possibilities are learned characteristics, either negative or positive, which begin in early childhood and continue to change throughout our lives. Such views see decision-making as the pivotal mechanism by which the person translates personal views of self and orientations to the past, present, and future into what one believes one can do, what one chooses to do, and what one does. Career development behavior is, in large measure, the prime conceptual set for career guidance practice.

In addition to serving as a conceptual foundation for career guidance, career development theory also serves as the source of concepts which can be used to plan group developmental experiences for students or adults and for modifying curriculum. This body of theory and research provides answers, even if incomplete, to the counselor's quest for information about what behaviors are necessary to develop an information processing strategy, what knowledge, attitudes, values, or skills comprise effective decision-making, or what developmental tasks persons in

different age ranges ought to be able to master. It is this set of understandings that permits the counselor to serve intelligently as a resource person or a collaborator in creating experiences to facilitate career development in student clients.

Beyond the conventional views of career behavior which have been so important in influencing contemporary career guidance practice (e.g., Super, 1957; Holland, 1973; Ginzberg, 1972; Tiedeman, 1961), other perspectives will be required in the future to fully comprehend career development. For example, the study of economics has much more to contribute to effective career guidance practice than is usually reflected in Counselor Education. Both econometric and psychometric models need to be included in the foundational study of individual behavior and counseling. There are in addition to economics per se a number of other models of behavior, motivation, or decision making useful to career guidance which rest on concepts in organizational and industrial psychology. Among them are the work on achievement (McClellan, 1965); Equity theory (Goodman & Friedman, 1971); Expectancy/Valence Theory (Vroom, 1964; Lawlor, 1973), Human Capital Theory (Osterman, 1980); and Opportunity Theory (Roberts, 1968). In their own way each of these models talk about what is coming to be known as self-efficacy theory.

Other concepts which must be incorporated more fully into future models of Counselor Education and career guidance in the future are those related to employment and/or unemployment. Such terms are frequently treated as though they were unidimensional or monolithic rather than being composed of various types of conditions affecting certain groups of people more than others and therefore different types of unemployment: e.g. structural, frictional, cyclical, seasonal. A simplistic view of the factors causing unemployment tend to cause career guidance specialists to contend that their profession will reduce

unemployment. While career guidance is likely to facilitate "employability" in persons it cannot create jobs or employment for them. The latter have to do with fiscal and monetary policy, changing product demands, international tensions, energy resources, shifting population demographics and other factors which influence what types of jobs will exist, how many, and where. Thus, naive overpromise about what career guidance can do must be restrained through increased recognition of economic realities if career guidance is to be viewed as a credible and mature intervention system. In addition, uninformed understandings of the factors causing and maintaining unemployment cause some counselors, like some lay citizens, to assume that after receiving career guidance or training if one is still unemployed, one must want to be. One might legitimately make that assumption if this nation were providing full employment. It is not. Therefore, we sometimes inadvertently blame the victims of unemployment for being victims (Herr & Watts, 1981).

Another area of conceptual concern to the integrity of comprehensive career guidance programs has to do with the characteristics of labor markets. Doeringer and Piore (1971) have described a dual labor market in the United States which has different ports of entry for workers depending upon the industry involved, different levels of security, benefits, training, and possibilities for internal mobility. Obviously, the primary and the secondary labor markets require different job search strategies, skills, and personal characteristics. Without being aware of such distinctions both the consumers and the career guidance practitioner are likely to waste energies in efforts which are insufficiently targeted or responsive to the actual hiring dynamics which occur in the various components of the structure. It is also useful to recognize that there are federally-funded programs (e.g., the Job Training and Partnership Act) and the new Jobs Bill intended to create public works

jobs for the repair of the American intrastructure--the roads, bridges, water and sewer systems of the United States which in fact also represent a labor market beyond the dual labor market presented by Doeringer and Piore. And, there are informal labor markets which tend to be outside the corporate or organizational structures and represent different forms of self-employment or the underground economy (Gershuny & Pahl 1979-80).

In the future, conceptual models dealing with both career behavior and career intervention will demand more attention to the broad areas of role integration, sex-role shifts, and dual career couples. Super (1981) has portrayed nine major life-career roles--child, student, leisurite, citizen, worker, spouse, homemaker, parent--which different persons play for different amounts of time with different stability and intensity.

More needs to be known about these roles and their effects upon the conception and delivery of comprehensive career guidance programs.

Beyond these areas is the area of special populations. Future trends in comprehensive career guidance theory and practice will include more refined attention to such populations. Among those which will undoubtedly receive increased effort are undecided or indecisive individuals, emotionally disabled or mentally retarded youth and adults (Karayani, 1981), and the physically handicapped.

Finally, as comprehensive programs of career guidance become more sophisticated, and mature increased attention must be given to the comparative effects of career guidance interventions. The pages of journals are now filled with advertisements and exhortations about the value of different types of approaches or resources. On balance, however, these approaches and resources are not being examined with regard to their advantages and disadvantages vis a vis different

presenting problems, population types, or settings. It seems critical to the future effectiveness and to the credibility of comprehensive career guidance programs and systems that systematic attention be given to such intervention effects and certainly Counselor Education is the prime place to do so.

Career Guidance and Leisure

Career guidance programs of the future will need to concern themselves with the range of roles affected by whether or not work is seen as a central commitment of individuals. Depending upon the type of work in which one is engaged, it may not be possible to find personal fulfillment or satisfying human relationships or a sense of achievement in it. In such instances, persons will need to look elsewhere for outlets for such needs. The leisure world of volunteer activity, hobbies, nontechnical learning may serve such needs for self fulfillment. Some persons may be forces into extended periods of leisure because of work dislocation, reduced work time, or early retirement. Some persons may seek leisure opportunities because they are not committed to work as a central concept in their lives. Regardless of which of these reasons motivate persons to engage in leisure activity, how one chooses and conceptualizes the use of leisure in their lives will be a legitimate and growing emphasis in career guidance. Counselor Education must incorporate responses to these theoretical trends.

In addition to shifts in theoretical models which must be included in emerging models of counselor education, these are also a series of other types of content needs which flow from what I have called the demystification of work selection and adjustment. Let me cite only a few examples.

In my judgment, theoretical emphases giving shape and substance to guidance are moving in several directions simultaneously. One direction has to do with understanding more fully the normal person and his or her developmental problems

rather than extrapolating from the abnormal person to the normal person as was frequently true in the past. We are seeing less discussion of normal and abnormal or incapacitating behavior being on a continuum which differs only in the matter of degree. Increasingly, normal and abnormal behavior are seen as different in kind, requiring different approaches and different conceptualizations. A powerful influence in such trends is the growing understanding of brain chemistry and its role in mental processes, including those associated with various types of mental illness. When chemical imbalance is implicated in such mental illnesses, medication, "not the talking cure," is the treatment of preference although counseling can play a support role for patients and their families.

For these reasons and others, major thrusts in mental health theory are moving away from reliance on "disease entities" as an explanation of behavioral problems and toward greater attention to the behavioral or skill components of what many observers describe as problems in living. The substance of such approaches has been skill training as a major intervention modality for primary prevention. The assumption that skills can be taught as a means of eliminating interpersonal deficits or teaching new behaviors is consistent with a behavioral rather than a disease orientation toward guidance service delivery. From a behavioral orientation, personal competence is seen as a series of skills which an individual either possesses or can learn through training. (The acquisition of certain skills may generalize to facilitate the devleopment of competence in other aspects of one's life) (Danish, Galambos & Laquatra, in press). Termed by some observers as "life development skills," these objects of intervention include cognitive and physical skills; interpersonal skills such as initiating, developing and maintaining relationships (e.g., self disclosing, communicating feelings accurately and unambiguously, being supportive, and being able to resolve conflicts and

relationship problems constructively) (Johnson, 1981); and intrapersonal skills such as developing self control, tension management and relaxation, setting goals, taking risks, etc. (Danish, Galambos, & Laquatra, in press).

Undoubtedly, these conceptions of "life coping skills" are gaining in credibility as research is unfolding about the importance of specific types of skills or the barriers to access to particular kinds of environments which can be overcome by the possession of particular skills. Some examples of these are the extensive research of Haccoun and Campbell (1972) in identifying the work entry problems of youth, the outcomes of which were subsequently described by Crites (1976) as "thwarting conditions" that new workers may experience as they become established in a job. These thwarting conditions were found to be of two classes: (1) those dealing with job performance (e.g., responsibility, maturity, attitudes and values, work habits, adjustment to peers and supervisors, communication, taking on new roles, self-image, coping with automation and new technology); and (2) those dealing with job-entry, career-planning and management problems (e.g., job-seeking, interview and test-taking, geographic mobility, family and personal situational adjustment, job layoffs and rejection, prejudice and discrimination, occupational aspirations and job expectations, career planning and management).

Another example is the extensive research on job-search assistance, from which Wegmann concluded that "job-finding is a learnable skill. To be more precise, he concludes that the ability to find a suitable job in a reasonable period of time demands a series of learnable skills. Because some jobs come easily, and because situations demanding that a person find a new job come only irregularly (and sometimes at long intervals), many people who undertake a job search lack critical information and essential communication and interviewing techniques" (p. 197). A final example of pertinent research is that of Campbell and Cellini (1981) on

adult employability. They contend that across the stages of adult career behavior, four common tasks tend to recur. They are: (1) decision making, (2) implementing plans, (3) achieving organizational/insitutional peformance at an acceptable level, and (4) accomplishing organizational/insitutional adaptation so that the individual can effectively take part in the work environment. Each of these four tasks also has a series of sub-tasks or behaviors which comprise the major task.

The basic point is that the types of research identificated here demystifies the problems at issue: e.g., employability, functional illiteracy, work adjustment. In so doing, it provides the content for training modules and other specific learning activities built around individual assessment or group needs for attitudes, information or skills.

There are projects in several countries dealing with the facilitation of "life coping" skills in people whether these are specifically defined in terms of assertiveness training, decision-making, psychosocial development, obesity or smoking control, anger management, stress inoculation or similar emphases. The content of these projects is finding its way into guidance programs under rubrics such as primary prevention, developmental approaches, career education, psychological education and others. In sum, such perspectives give increasing credibility to the notion that guidance is not only a matter of process but also one of content. Indeed, it has been increasingly suggested that guidance can be seen to have its own content or curriculum as defined in the various approaches to microskills or coping skills training which are evolving. Such aproaches are likely to mulitply in the future as counselors become increasingly theoretical and skill building in their orientation. This will ultimately lead to reducing much of the dichotomous thinking which now surrounds crisis-centered remedial approaches on

the one hand and developmental approaches on the other. We will come to view both sets of approaches as having educative and skill-building components but with different purposes and time perspectives.

Finally, as insights are developed about the dramatic changes in the social, occupational and economic environments which are occuring and the impact these have on individual behavior; as shifts occur in the types of theoretical models important as the asis of career guidance and counseling; as research demystifies the components of the school to work transition and work adjustment; we come finally to some concluding insights about counselor education itself.

One of the things which I strongly believe is that Counselor Education Programs should reflect conceptual and skill building emphases tied to current conceptions of competencies necessary to do career guidance and counseling. There are several excellent models of such competencies around. These include the 1973 joint position statement of the NVGA-AVA Commission on Career Guidance and Vocation Education which identified ten responsibilities of counselors and related specialists in facilitating the career development and career guidance of students, the 1974 A.P.G.A. position statement describing the role and functions of counseling with personnel practitioners in career education which delineates six leadership and seven participant roles for counselors in career education; the 1976 ACES statement on Counselor Preparation for career development/career education which lists knowledge and competencies important to career guidance practitioneers in some 15 areas; the 1980 A.P.G.A. Statement on Career Guidance Program Components and Counselor Competencies in planning/design, implementation, and evaluation; and, finally, the recent 1982 statement of vocational/career counseling competencies promulgated by the National Vocational

Guidance Association and which includes a comprehensive description of knowledge and skills in six major areas of competency:

General Counseling Skills
Information
Individual and Group Assessment
Management/Administration
Implementation
Consultation

I think the counselor education student should be familiar with the content of these competency statements, be assisted to assess the degree to which they personally posses such competencies and where deficits are identified be helped to systematically obtain the knowledge and skills they do not possess.

I further believe that using techniques derived from behavioral approaches to counseling, systematic counseling, microtraining and similar processes, counselor education needs to provide training in the skills associated with specific elements of the career counseling and guidance process. Of particular importance in such emphases is the identification of the elements which comprise different aspects of counseling of the elements which comprise different aspects of conseling or guidance process, the competency statements cited will help here, and, then, building counselor skills in small increments in each of these elements through the process of microtraining. The underlying assumption here is that the analysis of counselor behavior, modes of interation, and types of information which counselors use with different students or clients represents a large repertoire of specific behaviors which a counselor needs and which can be learned in separate packages or module.

While I believe this whole process of demystification of career counseling and guidance is important in its identification of detailed, teachable skills and in the application of new instructional methods, e.g. modularization, we have to be

careful not to stop there. As I have tried to suggest previously, while there are some clear cut additions of content and process in counselor education which eminates from the emerging characteristics of career guidance and counseling, the latter cannot be be compartmentalized and separated from all other aspects of counselor education. If we really believe that career guidance and counseling are important, we must be sure that the knowledge and skills comprising them take cognizance that as Shertzer and Stone have observed a Counselor education program can be conceived "as a system embracing a number of sub-systems." Such sub-systems have been classified and ranked by Hollis and Wantz as follows.

Rank	Area	Definition
1	Cognitive Experiences	Readings, discussions, idea exchange, and presentations
2	Student Counselor	Serving as a counselor under supervision such as in practicum
3	Participative	Serving as a group member, interviewee, counselee
4	Vicarious	Audio and Video recordings, films, and other canned experiences
5	Perceptual	Observations, close circuit line and audio tapes, and field trips
6	Situational Simulation	Role-playing, Sociodrama, psychodrama, decision-making games
7	Sole Professional	Internship, school or agency setting, research, serving as a consultant or supervisor under periodic supervision
8	Conjoint Experience	Working with a professional person and sharing in duties and responsibilities such as teaching assistant or co-counselor

The point is that each of these sub-systems of counselor education needs to reflect attention to the kinds of conceptual or theoretical perspectives, knowledge, attitudes and skills important to career development, career guidance and counseling. To pour such information into one of these cells or sub-systems is to perpetuate the myth that career guidance and counseling is only a matter of testing and telling 'em, atheoretical, and much less complex than other areas of counseling.

I also believe that career guidance and counseling in Counselor Education needs to attend conceptually and in terms of skills to be acquired to the importance of systematic eclectism, differential treatment or multi-modal approaches as these reflect that most career problems are multi-dimusional and need several different types of resolution to occur, not just one; to the use of technology--a range of audio-video materials, decision-making games, value clarification simulations, behavior rehearsals, directories, self-help guidance, and computer based systems; to both developmental and treatment appraoches to counseling; program planning and collaborative behavior.

Finally, let me say a word about career guidance and counseling for exceptional, disabled or handicapped persons. Neither models nor materials are now available to deal as effectively as is desired for training counselors to facilitate the career development of exceptional people. Much of the relevant material for children and adults is widely dispersed through the rehabilitation, veterans administration, employment service, and CETA literature. With relatively few exceptions it has not been assembled in a coherent manner to focus upon specific types of exceptionality at different developmental ages.

Obviously, there is much more to say about the importance of career guidance and counseling and the need for modifications in Counselor Education to reflect this importance. I am sure that the discussion which ensue in this workshop will refine and add much of substance to what I have said.

Thank you.

HERR MANU/k!

BUILDING A SENSE OF COMMON PURPOSE THRU CAREER GUIDANCE

Alfred Gallagher
Director of Pupil Personnel Services
Intermediate Unit #25

At the end of the Trojan War, an Ithaca King, named Odysseus, began a long series of wanderings as he slowly returned home. Eventually, after 10 years, he arrived at his homeland unrecognizable to all but a few. Since that time Odyssey has been used to describe a long journey or quest marked by changes of fortune. This could well apply to the profession of guidance and counseling at the present time.

If Odyssey denotes quest for knowledge and meaning, it also can mean uncertainty and hesitancy about the present.

From Social Reform to Self-Awareness (Mid 1800's-1930)

During this time, scholars in the movement were quite adamant in wishing to prepare people to cope with social environment. One of the most significant occurrences that brought about the emphasis on the social environment was the transformation from a predominantly agricultural society to an industrial society, largely caused by the industrial revolution. When Gilbert Wrenn and others came on the scene after the 1930's, their influence and research led to the broadening of counseling and guidance to include psychometrics, child study and placement. World War II brought the 3rd Force, Psychology and Humanism, to vie with psychoanalysis.

New theories of counseling and therapy emerged with Carl Rogers and others, thus having a great impact on the profession that extended into the 60's. We refer to this as the emergence of the non-directive apprcach. This approach to client counseling is still with us.

As all the problems of the "me" generation surfaced in the 1960's, theories and techniques to deal with these unsettling times set in motion

events that still affect guidance and counseling today. The events are as follows:

The shift to non-directive counseling created many changes in the profession. The formation of APGA, now AACD, which merged several similar interest groups, had widespread effects on the guidance and counseling movement. The career development movement led to the demise of vocationalism, and this brought about many changes in the area of vocational guidance. The study of our schools by James Conant resulted in changes in school structure and curriculum. The launching of Sputnik in 1957 created a national thrust in the area of mathematics and science which spilled over to our profession.

We in the guidance profession are still affected by these five events. Perhaps the year of 1983, with all the new studies on education - The Carnegie Report, A Nation at Risk, 20th Century, and others - will be another significant milestone that will have a lasting effect on our profession. We should all take heed of the past events and the present thrusts which are upon us, and be ready to provide programs for the future needs of our clients in a time of great advances in technology.

Images of the Future - What Lies Ahead?

I see the need for more and more individual counseling in our schools. It has got to happen. Counselors may not be doing this now, but it will be provided.

We need more people trained in marriage and family counseling, with more community agencies geared to problems of youth, "mid-lifers" and senior citizens.

Social issues confronting individuals today caused by advances in technology and other societal changes are bound to impact on the image and

future of our profession. The counseling and guidance profession can deal with the society's ills and reforms if we are prepared to do so. Our profession should not be rooted into individual pathology and sickness with remedies and cures for clients. Where does counseling end and therapy begin? We should concentrate on prevention instead of cures and restoration as guidance providers.

Finally, this future image demands courage in identifying and devising realistic strategies for coping with social issues before they mushroom into epidemic proportions.

To start, we need to know the major social issues. These are not hidden but are in full view. In fact, we are already dealing with some of these issues such as, chemical dependence, school drop-outs, broken families, unemployment, violence in our schools, school attendance, etc. These issues are here and we are fully aware of them.

Other Emerging Issues Are:

1. Overcrowding in our cities and major social institutions
2. Unemployment as related to emerging technology
3. Health care and practice
4. Use of leisure time, retirement and security in old age
5. Decline in citizenship and morality
6. Rise in crime and violence
7. Consumer fraud and exploitation
8. Extension of life cycle and resulting needs of the senior citizen
9. High illiteracy and school drop out rates in a post-industrial society
10. Ecological violations
11. Long range impact of the mass media on individual groups and society

12. Psychological reaction of living with the realities of nuclear power and total world destruction.

To ignore these issues would allow them to out-distance our profession. This happened to us in the late 60's when upheavals occurred in our society over civil rights, the Vietnam War, the emerging drug culture, to name just a few. These problems were literally dumped on the counselors. Large numbers of clients were in need of help but our counselors were not ready for them. If we have learned anything from that experience, it should be not to repeat it.

We need to revamp our preparation programs and provide counselors and guidance professionals with the skills necessary to cope with the emerging societal ills. To do this, we need to increase the length and frequency of supervised internships and practicum experiences. Programs must include a more intensive practical on-the-job training approach; likewise, it would not hurt counselor educators to acquire direct kinds of on-the-job experiences and practictioner experiences as well. Certainly practictioners need general economic education. How do individual careers and needs fit into global economic growth? Career Guidance (Career Education), economic education infusion skills are essential. Consultation skills, that is, how to effect change in other professionals through consultation, are vital to the counseling personnel. Awareness of career development processes and resources, and pools of information through computer guidance systems are necessary skills to help clients who need career direction. While communication skills have always been part of the program of training for guidance counselors, they need to be emphasized even more. Understanding what other support service providers do and how to work with them are most essential. Knowledge of educational assessment and possessing the necessary

assessment skills are needed since these needs are being injected into our schools and society. Likewise, school counselors need curriculum development skills to be able to influence the school curriculum. Writing skills have become necessary to apply for grants and various other projects for funding. Career planning, as opposed to vocational guidance, needs to be stressed through preparation programs to develop a real understanding of these areas. To develop curriculum infusion into all levels of instruction the counselors need to understand how to infuse career guidance programs into the school at these levels and as part of the curriculum. Using local resources to develop liaison and network linkages as part of a comprehensive guidance program is a must. To do this networking, public relation skills become important as part of a counselor's "bag of skills." A knowledge of social systems, school, family, community, church and work-needs to be emphasized so that networking and appropriate liaison can be more effective and efficient. The area of needs assessment (all types) community, school, student, etc., must be part of the preparation program. How and why do we do it? An approach involving program planning and program development is a must for our profession in each job setting. Knowledge of the law, ethics and standards, as well as other studies and issues in guidance and counseling, are necessary to keep abreast of the events, thrusts and directions that our profession must go to remain in the mainstream of our society's growth. Overlapping the training of guidance personnel with administrators will develop a better understanding of the roles of each in working together. The importance of inservice programs to keep current should be required, and no life time certification should be granted. Most counseling preparation programs need to provide more training and expertise in working with exceptional children. Although these clients have been overlooked in the past, recent mandates

assure that this will not be true in the future. We must shift from an emphasis on clinical to an emphasis on developmental approaches in dealing with our clients in the delivery of guidance and counseling programs. The screening and selecting of prospective guidance workers leaves much to be desired. Effective criteria should be developed to screen prospective guidance and counseling majors before they enter a program of study. An on-going evaluation of these candidates throughout their pre-service programs needs to be part of this process. This will be difficult to do but we need to be watchful as to who becomes a member of our profession. We must screen trainees for basic human relations skills. Time management is another area of great need for guidance personnel already in the field. Time management is not only a need for counselors but for all persons in a profession which seems to never have a stoppage of work or problems on their desks. Truly, our work never ends.

It is surely easy to criticize, but I would like you to be aware of the basis for criticizing counseling. It is our own ambivalence about what it is. We in our profession can't agree or provide a commonality about what we're about. How can we expect those outside our profession to understand us?

Political action is the language that state legislators and governors understand. We must lobby and get involved in the political arena - put our profession on their agenda, so to speak. We must look less to university professors and more to students, clients, parents, principals, superintendents and others for direction and advice about what we need to do to strengthen our profession. We must evaluate ourselves continually on our methods and techniques in delivering our services to clients. Because of costs of our professional services we must come up with data on the cost

benefits. Why should we be employed? What are the benefits we provide to our clients and the overall program in education? Remember that decisions are made about the importance of counseling on the basis of your skill in communicating your value to the consumer.

Strengthening Our Profession

There is an untapped reservoir of support for our profession. We must know where that support is and how to use it. The use of parents in promoting our programs can be an excellent thrust to our profession. Most parents support having guidance counselors in our schools. Laws are not needed to specify what we can or can't do for our clients within our communities. If each state or community waited for national direction we would still be in the dark ages. Call on PTA's and other groups. They will help if asked. Maintain your professional identity, but face the reality of needed interprofessional coalitions and networks. Convince the public of your sincerity by lobbying for clients rather than by your own status as a professional. The results will be those you want. Strengthen your capacity for being accountable. How do you measure your own competence? Public involvement can be "messy" and inconvenient, but vital to the success of any intervention program. Parents, peers and media can and do influence. What's the logical solution???

Conclusion

In the 1970's, the guidance movement did not, unfortunately, make use of the concept of career education. This, I believe, could have been a plum for the guidance and counseling profession.

In the 1980's we must make use of the new word coming out of Washington, "career guidance." In the 1980's and 1990's we must recognize the social issues and put our efforts forward to ease these social problems

that affect youth, "mid-lifer," and senior citizens. We must stay abreast of research and development. The continuous evaluation of programs is essential because change is constantly happening. In closing, be a good manager, and keep up to date. Know what you're about and, above all, be ready and willing to adapt to change and to help people before disaster strikes. After all, this is really how our profession began, and it wasn't a bad beginning!

TECHNOLOGY: IT'S IMPACT ON COUNSELOR PREPARATION

Dr. Frank E. Rozman
Career Development Coordinator
Placement Center
Millersville University

We live in an exciting age. Our society is witness to some of the most profound and rapid changes ever experienced in the short history of our country. Naisbitt (4) in his book "Megatrends", details the shift we have taken from an industrial to information society. The inherent changes associated with rapid Information Age transitions reveal trends characteristic of the present and future directly associated with pervasive application of advanced technology.

What impact have these trends had on counselors? Perhaps the larger the question to be asked here is: what has the profession done to prepare counselors to assume the the role of technology consumers and practitioners?

My remarks first will deal with an outline of some general trends of the information society followed by hi-tech job trends and the implications they hold for counselors as practitioners. Finally, we'll explore what all this means as far as the preparation counselors should be receiving in order to prevent becoming functionally obsolescent.

Trends of a General Nature in our Society

As part of the Information Age the following trends are obviously already in place or fast becoming future norms of our society:

1. Information is increasing at an exponential rate to the extent that we are more frequently experiencing an "information overload."
2. The occupational structure is shifting from manufacturing and manual occupations to service, technical and professional occupations with more reliance on computer assisted services and control of mechanical operations.
3. The evaluation of a high skilled labor force existing alongside of workers with non-employable skills is causing some severe human problems.
4. Information workers now comprise over 50% of the workforce and the economy is dependent on information science as a major component.
5. There is a tendency to move more information rather then people through electronic applications of teleconferencing, conference calls, data base communications, etc.
6. Work is becoming more decentralized through use of information networks permitting increased use of the home as a future white collar work site.
7. Workforce expansion to the home site to include those with family responsibilities, senior citizens and the disabled.
8. The home is rapidly becoming a learning center as a result of the increasing sophistication of microcomputers which continue to decline in cost.

9. Technical obsolescence affects a growing number of the workforce, resulting in an ongoing service need for retraining and continuing education.
10. Increased productivity will cause people to work less and bring about a change in work patterns such as job sharing, a shorter work week, more self-employment, elimination of overtime and early retirement.
11. A greater acceptance of the student role through lifelong learning, retraining to prevent occupational obsolescence.
12. Growth in team and cooperative efforts to accomplish work tasks such as engineer-technician teams, quality circles.
13. Great change in population composition and demographics.
14. Another surge in elementary school population, fewer undergraduate college students, but more emphasis on graduate work and classes for retirees.
15. The rate of change is both more rapid and complex then previous change, is no longer linear but feeds on itself by producing more change.
16. Finally, Drucker (2) the noted management consultant states that an economy based on knowledge (a) does not lead to a shrinking labor force but creates demand for more knowledge workers, (b) does not eliminate skill but becomes the foundation for skill, and (c) creates change in the way workers work.

The above trends are a clear indication that our lives will continue to be changed by forces that determine the direction in which our country is moving. Individual decisions based upon these change patterns will determine the degree of success we enjoy in the many facets of daily living. More explicitly, we need to address how counselors can apply the above trends professionally.

High Tech Job Trends

Our work force composition is in a constant state of flex. The impact of high technology, more specifically the computer, continues to restructure how, when and where we work. It is estimated by 1985 at least 75% of all jobs will involve some form of computer usage. Those who resist this trend will be at a distinct disadvantage. A more recent phenomenon validates the latter point. Job displacement, a spinoff of the last recession, has resulted in many positions vanishing rather than being renewed as businesses restructure and modernize their operating procedures. Some prime examples of job displacement readily evident are:

1. Automatic Teller Machines (ATMs) replacing tellers.
2. Computers that read words and listen to voice commands are replacing keypunch operators.
3. Robots are replacing certain assembly workers.
4. Mail order sales through home computers are increasing faster than retail sales.
5. Computers continue to replace filing clerks.

What do these job trends mean to counselors as far as information and means of imparting it to clients? Have counselors kept abreast of the technology-related impact on careers and application to their own profession? Answers to

these questions will determine the degree of effectiveness or obsolescence with which counselors function in the information age.

Implications For Counselors

Technology is restructuring the job market along with initial entry requirements and subsequent retraining to insure survival within its ranks. The nature if this change, noted earlier, is guaranteed to proliferate even more rapidly if current trends are any indicator. All these factors have serious implications for counselors to become future oriented in delivery of career services. Counselors therefore need to develop:

a. an expanded awareness of the new technologies through in depth rather than surface knowledge
b. new skills that insure continuous upgrading and interpretation of job market information and trends
c. increased comprehension of job market organizational structure and the changing career paths found within
d. some degree of computer literacy to insure application of this technology to upgrade and expand services
e. competencies to assist displaced workers develop job search skills, identify transferable and employable skills, and lessen the trauma of obsolescence
f. more collaborative community-based linkages to insure wise use of scarce resources in meeting the career guidance needs of the community
g. skills in addressing leisure-related issues as they affect worker satisfaction
h. methods to assist clients deal with "information overload" through information processing
i. skills to counsel clients for a succession of careers or multiple occupations due to constant and rapid change and occupational transformation
j. first-hand experiences of what is out in industry and means to infuse what is happening into career delivery services to assist clients make informed decisions about their future.

Implications For Counselor Preparation

Since the time orientation of the Information Society is the future, it follows to reason that counselors must be prepared in helping design a desirable guidance future. The H. B. McDaniel Project (3) indicates that guidance leaders need to instill in others:

a. knowledge that there is a problem in current guidance and counseling services
b. a vision of what might be possible and desirable
c. a belief that the vision can be achieved
d. tools to bring it about
e. an ability to overcome the known barriers of today and uncertainties ahead.

Addressing those barriers and future uncertainties are crucial if counselors are to have a say in designing a preferred guidance future. The future doesn't exist - it must be invented. It will be invented by someone. As Counselors we

have two choices: plan or be planned for.

Counselor preparation programs need to focus their attention on providing training in essential skills that will insure relevance of the profession to offer "Information Society" leadership. Therefore, counselor training programs need to be designed with ingredients that:

a. provide for post-degree support to insure self-renewal and prevent functional obsolescence
b. assist counselors to infuse technology into local guidance practices
c. prepare participants through workshops, seminars and courses to better understand (a) the job market, (b) the high-tech industries and their underlying technologies, and (c) jobs in relation to corporate/organizational structure
d. promote new ways of delivering inservice to the professional to include: (a) using experts form a variety of fields, (b) training other than in the classroom and, (c) borrowing and sharing with other professions
e. develop a better understanding of careers so students can understand current and future career trends
f. provide knowledge of alternative sources of funding and methods/means of securing financial support
g. incorporate internships and other like field experiences to provide hands-on experiences
h. demonstrate how to develop more community collaboration and linkages with other human service programs

I hope I've raised some thought-provoking issues here today. The trends cited are not someone's wild pipedream but rather observable situations in our society. If counselors ignore or refuse to come to terms with those technology-oriented changes then, like Rip Van Winkle, they one day may awaken from their prolonged slumber and realize that they can no longer cope professionally with accepted methods of delivering effective career services to clients. As a profession, counselors must embrace technology both as a consumer and practitioner if they are to be a viable and creditable force. Change is often difficult to accept but here it is imperative as a professional responsibility!

REFERENCES

1. Cianni-Surridge, Mary, Technology and Work: Future Issues for Career Guidance, Personnel and Guidance Journal, March, 1983.

2. Drucker, Peter F., Technology, Management, and Man. New York: Harper & Row, 1970.

3. McDaniel, H. B., "The Future Direction of Guidance - The Short Paper and a Call for Action", H. B. McDaniel project:Stanford University, 1983.

4. Naisbitt, John, Megatrends, Ten New Directions Transforming Our Lives, Warner Books, Inc. New York, 1982.

FER:jmg 4/4/84

NECESSARY COUNSELOR COMPETENCIES IN CAREER GUIDANCE

In order to assume and maintain leadership positions in the delivery of career guidance to all individuals, ACES believes that counselors must have a set of at least 15 common areas of competence that should be acquired during preservice or in-service training. Counselors, regardless of their employment setting, should have knowledge and competencies in the following areas:

1. Career- and human-development theory and research and the skills necessary to translate this knowledge into developmental career-guidance and career-education programs;
2. Career-information resources and the necessary skills to assist teachers, administrators, community-agency personnel, paraprofessionals, and peers to integrate this kind of information into the teaching-counseling process;
3. Career-assessment strategies and the skills necessary to assist individuals to use these data in the decision-making process;
4. Individual- and group-counseling practices and the skills necessary to assist individuals in career planning using both approaches;
5. Career decision-making processes and the skills necessary to implement programs designed to facilitate career decision making for clients in educational and community-agency settings;
6. Job-placement services and the skills necessary to assist clients to seek, acquire, and maintain employment;
7. The unique career-development needs of special client groups (women, minorities, handicapped, disadvantaged, and adults) and the skills necessary to assist them in their development;
8. Sexism and racism and the necessary skills to reduce institutional discrimination in order to broaden the career opportunities available for all persons;
9. The roles that life-style and leisure play in career development and the skills necessary to assist clients in selecting and preparing for occupations that coincide with various preferences;
10. Consultation strategies and the skills necessary to assist others (teachers, parents, and peers) to deliver indirect career-guidance services;
11. Synthesizing strategies and the skills necessary to assist individuals to understand the interrelatedness of their career decisions and life roles;
12. Program development and curricular-infusion strategies and the skills necessary to design and implement career awareness, self-development, career exploration, and job-placement programs within educational and community-agency settings;
13. Organizational development and change processes and the skills necessary to facilitate change in educators' attitudes toward career education;
14. Program-evaluation techniques and the skills necessary to acquire evidence of the effectiveness of career-guidance and career-education programming; and
15. Educational trends and state and federal legislation that may influence the development and implementation of career-guidance programs.

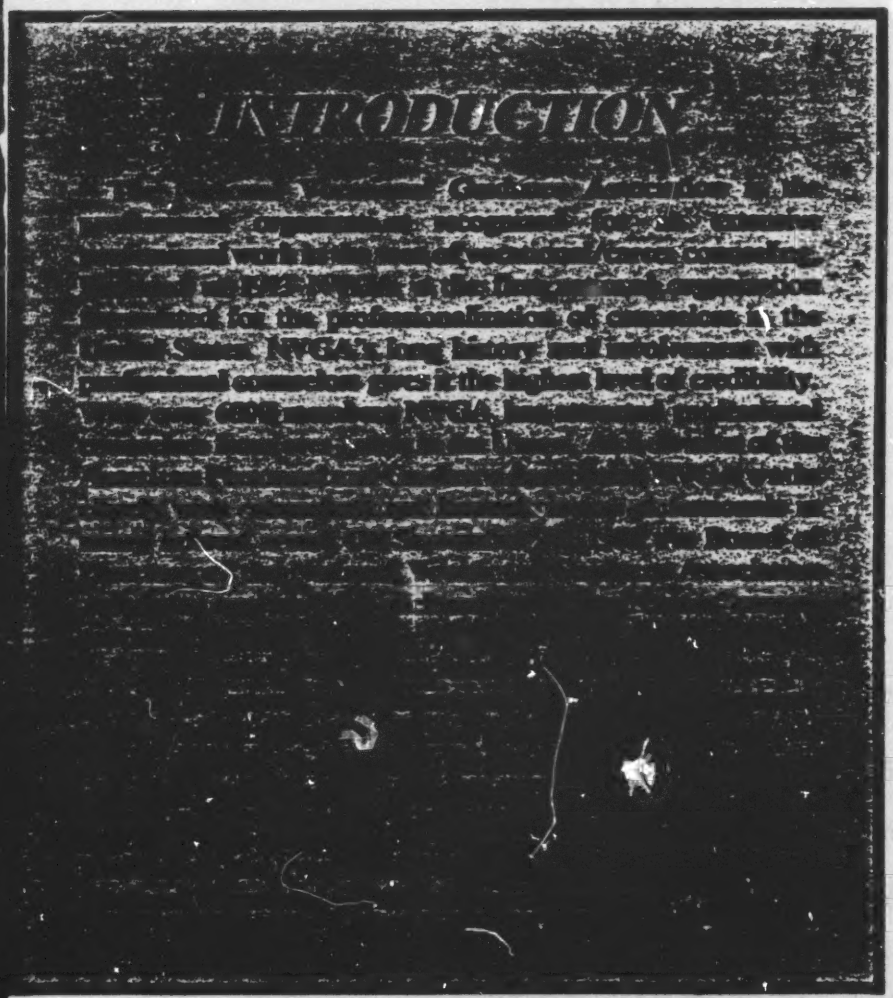
BEST COPY AVAILABLE

APPENDIX H

- BEST COPY AVAILABLE

NVGA Newsletter
NATIONAL VOCATIONAL GUIDANCE ASSOCIATION
A DIVISION OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION • Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041
Geraldine O. Garner, Editor | Vol. XXII, No. 6 | June, 1982

VOCATIONAL/CARRER COUNSELING COMPETENCIES APPROVED BY THE BOARD OF DIRECTORS OF THE NATIONAL GUIDANCE ASSOCIATION



BACKGROUND INFORMATION

In 1980 the NVGA Committee for the Pre-Service and In-Service Training of Vocational Guidance Personnel (Jo-Ann Bowlsbey, Carole Minor, Lee Richmond and Arnold Spokane) developed a list of competencies necessary for counselors to perform the task of career/vocational guidance and counseling. The list incorporated statements from the AVA-NVGA Position Paper on Career Development (1973), the APGA Position Paper on Career Guidance (1975), the ACES Position Paper on Counselor Preparation for Career Development (1976), the AIR Report on Competencies Needed for Planning, Supporting, Implementing, Operating, and Evaluating Career Guidance Programs (1979), and APGA Career Education Project (1980). The list of competencies generated by that committee served as the basis for the present document.

At the 1981 APGA Convention the Pre-Service and In-Service Training Committee presented these competencies for review and evaluation to the persons attending NVGA's leadership training workshop, the NVGA dele-

Continued on Page 2

BEST COPY AVAILABLE

BACKGROUND INFORMATION

Continued from Page 1

gates, and the NVGA Board of Directors. The board recommended that the newly established Standards, Accreditation and Licensure Committee use the competency statements as the basis for establishing a new document.

The revised competencies were submitted for validation to several hundred practitioners across the country. They were also submitted for evaluation to a panel of acknowledged experts in the field of career/vocational counseling including Edwin Herr, Carl McDaniels, Anita Mitchell, David Tiedeman, John Holland, L. Sunny Hansen, Norman Gysbers and Howard Splete. Their suggestions were incorporated into the competency statements which were re-submitted to the 1981-1982 Board of Directors. The board approved the statements for the membership at its Autumn, 1981 meeting. The Standards, Accreditation and Licensure Committee thanks the Pre-Service and In-Service Training Committee for its initial work, the panel of experts for their review, and Dr. Edwin Herr for his expertise in editing this document.

Nancy Pinson
Lee Richmond
Robert Smith

The NVGA Newsletter is published quarterly, September, December, March and June by the National Vocational Guidance Association. Subscriptions to this Newsletter, along with the Division's professional journal, the *Vocational Guidance Quarterly*, are included with NVGA membership. Address all correspondence regarding Newsletter content to Geraldine O. Garner, V.C.U., 901 W. Franklin St., Rm 219-A, Richmond, VA 23284. Notice of change of address should be sent at least six weeks in advance to NVGA Newsletter Address Change, APGA, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041.

DEFINITION:

VOCATIONAL/CAREER COUNSELING

Consists of those activities performed or coordinated by individuals who have the professional credentials to work with and counsel other individuals or groups of individuals about occupations, careers, life/career career decision-making, career planning, career pathing, or other career development related questions or conflicts.

DESIGNATED VOCATIONAL/CAREER COMPETENCY AREAS

In order to work as a professional engaged in Vocational/Career Counseling, the individual must demonstrate minimum competencies in six designated areas. These six areas are: *General Counseling, Information, Individual/Group Assessment, Management/Administration, Implementation, and Counseling.*

General Counseling—Counseling competencies considered essential to effective vocational/career counseling.

Information—Information base and knowledge essential for professionals engaging in vocational/career counseling.

Individual/Group Assessment—Individual/Group Assessment skills considered essential for professionals engaging in vocational/career counseling.

Management/Administration— Management/Administration skills necessary to develop, plan, implement, and manage comprehensive career development programs.

Implementation—Knowledge and skills essential to the adoption of career development programs and strategies in a variety of settings.

Consultation—Knowledge and skills essential in relating to individuals and organizations that impact the career development process.

Vocational/Career Counseling Competencies

GENERAL COUNSELING SKILLS

Counseling competencies considered essential to effective vocational/career counseling.

Demonstration of:

1. Knowledge of general counseling theories and techniques.
2. Skills in building a productive relationship between counselor and client.
3. Ability to use appropriate counseling techniques in effectively assisting individuals with career choice and life/career development concerns.
4. Ability to assist the client to recognize the relationship between self-understanding and effective life/career decisions.
5. Ability to assist the client in the identification of internal personal factors related to life/career decision making including personality, values, interests, aptitudes, and motives.
6. Skills in recognizing and modifying stereotypes held by clients related to career choice.
7. Ability to assist the client in the identification of contextual factors in career decision making including family, friends, educational opportunities, and finances.
8. Ability to understand and help clarify the client's decision making processes.

Vocational/Career Counseling Competencies Continued

INFORMATION

Information base and knowledge essential for professionals engaging in vocational/career counseling.

Demonstration of:

1. Knowledge of education, training, employment trends, labor market, and career resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields.
2. Knowledge of basic concepts related to vocational/career counseling including career development, career pathing, and career patterns.
3. Knowledge of career development and decision making theories.
4. Knowledge of the changing roles of women and men and the linkage of work, family, and leisure.
5. Knowledge of resources and techniques designed for use with special groups.
6. Knowledge of strategies to store, retrieve, and disseminate vocational/career information.

INDIVIDUAL GROUP ASSESSMENT

Individual/Group Assessment skills considered essential for professionals engaging in vocational/career counseling.

Demonstration of:

1. Knowledge of appraisal techniques and measures of aptitude, achievement, interest, values, and personality.
2. Knowledge of strategies used in the evaluation of job performance, individual effectiveness, and program effectiveness.
3. Ability to identify appraisal resources appropriate for specified situations and populations.
4. Ability to evaluate appraisal resources and techniques in terms of their validity, reliability, and relationships to race, sex, age, and ethnicity.
5. Ability to demonstrate the proper administration of appraisal techniques.
6. Ability to interpret appraisal data to clients and other appropriate individuals or groups of people.
7. Ability to assist clients in appraising quality of life and working environments.

MANAGEMENT/ ADMINISTRATION

Management/Administration skills necessary to develop, plan, implement, and manage comprehensive career development programs.

Demonstration of:

1. Knowledge of program designs that can be used in the organization of career development services.
2. Knowledge of needs assessment techniques and practices.
3. Knowledge of performance objectives used in organizing career development programs, and setting goals and comprehensive career development programs.
4. Knowledge of management concepts and leadership styles used in relation to career development programs.
5. Ability to adjust management and administration methods to reflect identified career development program problems, and specified situational needs.
6. Ability to prepare budgets and time lines for career development programs.
7. Ability to design, compile, and report an evaluation of career development activities and programs.

IMPLEMENTATION

Knowledge and skills essential to the adoption of career development programs and strategies in a variety of settings.

Demonstration of:

1. Knowledge of program adoption and planned change strategies.
2. Knowledge of personal and environmental barriers affecting the implementation of career development programs.
3. Ability to implement individual and group programs in career development for specified populations.
4. Ability to implement a public relations effort in behalf of career development activities and services.
5. Ability to devise and implement a comprehensive career resource center.
6. Ability to implement pilot programs in a variety of career development areas including: appraisal, decision-making, information giving, and general career counseling.

CONSULTATION

Knowledge and skills considered essential in relating to individuals and organizations that impact the career development process.

Demonstration of:

1. Knowledge of consultation strategies and consultation models.
2. Ability to provide effective career consultation to influential individuals such as parents, teachers, employers, community groups, and the general public.
3. Ability to provide career development consultation to Business and Professional groups.
4. Ability to convey program goals and achievements to key personnel in positions of authority: legislators, executives, and others.
5. Ability to provide data on the cost-effectiveness of career counseling and career development activities.

NVGA 1981–82
BOARD OF DIRECTORS

President
KATHERINE COLE
Washington, D.C.

Past-President
HARRY DRIER
Columbus, Ohio

President-Elect
JULIET MILLER
Worthington, Ohio

Secretary
BARBARA HARTMAN
Overland Park, Kansas

Treasurer
ANITA HUGHES
Washington, D.C.

TRUSTEES

ROBERT CAMPBELL
Columbus, Ohio

PATRICIA COOK
Norwalk, California

JOHN DAGLEY
Athens, Georgia

MARJORIE MASTIE
Ann Arbor, Michigan

ANITA SKLARE-LANCASTER
Guilford, Connecticut

RUTH SWANN
Hampton, Virginia

APGA BOARD REPRESENTATIVE

THELMA LENNON
Raleigh, North Carolina

SENATORS

MARY KOSIER
Newton, Kansas

JAMES KELZ
State College, Pennsylvania

American Personnel and Guidance Association
Two Skyline Place, Suite 400, 5203 Leesburg Pike
Falls Church, VA 22041

Non-Profit Org.
U.S. Postage
PAID
Richmond, Va.
Permit No. 304

DATED MATERIAL

PROFESSIONAL DEVELOPMENT FORM

Sponsoring School: Shippensburg University

Participants: Counselors and Counseling-Related Personnel

Position: Vocational/Career Counselors, Counselor Educators, Counseling Supervisors

Dates	Hours	Presenter	Description of Training	Impact of Training
10/13/83 11/29/83		Dr. Edwin Herr (Dinner Speaker)	Dr. Herr identified a number of models (behavioral, motivational, decision-making etc.) which must be incorporated into existing and future models of counselor education and career guidance.	This presentation was fused into the deliberations of the workshop team sessions and recommendations.
10/17/83 10/20/83 10/31/83 11/3/83 11/29/83		Dr. Frank Rozman (Afternoon Presenter)	Dr. Rozman presented several implications of the technological/informations age on the role of the counselor as botn a practitioner and a consumer. He described several strategies for counselor preparation.	This presentation focused on high tech/high touch trends, how employment patterns will change and the impact of all of these changes on counselors and counselor education. The handouts were used in group/team sessions.
10/31/83 11/3/83		Mr. Alfred Gallagher (Dinner Speaker)	Mr. Gallagher described several societal conditions which will impact on the work of the counselor. He identified various infusion approaches relative to career education and career guidance.	Several of the conditions presented were addressed in the general discussions of the workshops and served as the basis for some recommendations.
10/17/83 10/20/83		Dr. Robert Conway (Dinner Speaker)	Dr. Conway alluded to several trends in counselor education, and reiterated the need for counselors to keep abreast of technological changes as they relate to career planning.	The notions and ideas that were developed were included in the workshop proceedings and also in the workshop recommendations.
5/22/84 5/23/84		Mr. James Lewis (Afternoon Presenter)	Mr. Lewis gave an overview of a follow-up study on vocational program completers during the period 1976-80. Several findings were given which reflect the stable employment patterns of these former vocational students.	The study reiterated the need for counselors to give serious attention to vocational education as a viable career option for students.

BEST COPY AVAILABLE

NOTE: This form should be completed and included in the final report for all staff development activities.